

BOARD OF EDUCATION AGENDA

REGULAR MEETING
March 25, 2025 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue Alameda, California 94501
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.

Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).

Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics: The Board will hear public comments on Closed Session agenda items in City Council Chambers located at 2263 Santa Clara Avenue. The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes. For members of the public who are unable to log in or attend in person, please send public comments related to Closed Session agenda items to: klonergan@alamedaunified.org. Public comments received prior to 5:00 PM on Monday, March 24, 2025 will be distributed to Board of Education members prior to the meeting.
2. Board Member Request to Participate Remotely in Closed Session Portion of Board Meeting (5 Mins/Action)
3. Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Public Employee Discipline/Dismissal/Release - (Govt. Code, §44954, subdivision (b)):

1) Release of Temporary Certificated Employee(s)

Conference with Labor Negotiators - Pursuant to Subdivision 54957.6:
Agency designated representative: Timothy Erwin, Assistant Superintendent, Human Resources:

Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

4. *****

Reconvene to Public Session - 6:30 PM -City Council Chambers

Alameda Unified School District encourages public participation in person or remotely.

In Person Participation

Meeting locations are listed at the top of the agenda.
A speaker slip must be submitted to speak on any item in person.

Remote Participation via Zoom on a Computer/Smart Phone/Device

Ensure you are using the most current version of the Zoom app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

Remote Participation via Standard Telephone Call

Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

Zoom Registration Link: https://alamedaca.gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw

**For Telephone Participants:
Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256**

**To view the live stream of the public meeting at 6:30pm,
please visit the City of Alameda's Live Video Broadcast page.**

- 5. Call to Order - 6:30pm - City Council Chambers - Introduction of Board Members and Staff
- 6. Closed Session Action Report

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Minutes from the February 11th Board of Education Meeting will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Zoom). Once public comments begin, additional speaker slips and raised hands will not be accepted. If we experience technical difficulties or if there is a disruption, the Board may discontinue Zoom public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: publiccomments@alamedaunified.org.
2. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
3. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)
4. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).
5. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)
6. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.
7. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval of 2024-25 Consolidated Application Winter Reporting
5. Approval of AUSD's Comprehensive School Safety Plans (CSSP)
6. Approval of Bid Award for Invitation to Bid (ITB) #025-077-01 Industrial Arts Building Roof Repairs at Alameda High School

7. Approval of Bid Award for Invitation to Bid (ITB) #025-077-02 Various Sites Roof Repairs (Edison ES, Paden ES, and Lincoln MS)
8. Approval of Bid Award for Invitation to Bid (ITB) #025-077-03 District Office Roof Restoration
9. Approval of Bill Warrants and Payroll Registers
10. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
11. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
12. Approval of Out-of-State Field Trip Request: Students from EJSHS's Marketing CTE Pathway to DECA International Career Development Conference in Orlando, Florida
13. Proclamation: Adult Education Week - April 6-12, 2025
14. Proclamation: Cesar Chavez Day - March 31, 2025
15. Proclamation: Dolores Huerta Day - April 10, 2025
16. Ratification of Contracts Executed Pursuant to Board Policy 3300
17. Resolution No. 2024-2025.60 Approval of Budget Transfers, Increases, Decreases
18. Resolution No. 2024-2025.61 Authorization to Dispose of Surplus Property

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. Update on AVID Featuring Ruby Bridges Elementary, Wood Middle School, and Encinal Jr. & Sr. High School (15 Mins/Information)
2. Update from the Office of Equity (15 Min/Information)
3. Parcel Tax Program Annual Reports for 2023-2024 (10 Mins/Information)
4. California School Employees Association, Chapter 860 (CSEA 860) “Sunshine” of Initial Proposals for Successor Collective Bargaining Agreement with Alameda Unified School District (5 Mins/Public Hearing/Information)
5. Approval of Declaration of Need for Fully Qualified Educators (5 Mins/Action)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type: Closed Session

Background: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Public Employee Discipline/Dismissal/Release - (Govt. Code, §44954, subdivision (b)):

1) Release of Temporary Certificated Employee(s)

Conference with Labor Negotiators - Pursuant to Subdivision 54957.6:
Agency designated representative: Timothy Erwin, Assistant Superintendent,
Human Resources:

Employee organizations: Alameda Education Association (AEA),
California School Employees Association Chapter 27 (CSEA 27),
California School Employees Association Chapter 860 (CSEA 860)
and Executive Cabinet/Administrative and
Supervisory/Confidential/Licensed/Unrepresented.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Minutes from the February 11th Board of Education Meeting will be considered (5 Mins/Action)

Item Type: Action

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Minutes coming to the Board for approval are:

- February 11th Board of Education Meeting

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background: *NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2025-2026 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background: *NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2025-2026 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval and Acceptance of Donations

Item Type: Consent

Background: Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific schools or departments, and for specific use.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase the revenues of the District in the amount of \$36,878.91.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Summary Site Donations	3/18/2025	Backup Material

**2024-2025
Summary Site Donations
March 5, 2025 - March 17, 2025**

Slip Date	Site	Donor	Amount	Site Total	Total Donations
3/4/2025	Alameda HS	Jeff Thomas/Liana Thomas	\$ 140.00		
3/4/2025	Alameda HS	Nicholas Mcavoy/Melody Morrison	\$ 420.00		
3/4/2025	Alameda HS	Walter Morris/Barbara Morris	\$ 200.00		
3/4/2025	Alameda HS	Kristin Heckman	\$ 25.00		
3/5/2025	Alameda HS	Cash	\$ 934.00		
				<u>\$ 1,719.00</u>	
3/5/2025	ASTI	ASTI PTA	\$ 487.50		
				<u>\$ 487.50</u>	
2/24/2025	Bay Farm	Desiree Howard-Ruiz	\$ 5.00		
2/24/2025	Bay Farm	Megan Hartman	\$ 5.00		
2/28/2025	Bay Farm	Christal Gauthier	\$ 10.00		
3/3/2025	Bay Farm	Pegah Afkary	\$ 5.00		
3/6/2025	Bay Farm	Bay Farm PTA	\$ 9,500.00		
3/6/2025	Bay Farm	Lydia Van Nostrand	\$ 20.00		
3/7/2025	Bay Farm	Elizabeth LeDoan	\$ 20.00		
				<u>\$ 9,565.00</u>	
2/24/2025	EJSHS	Lynnette Johnson	\$ 16.00		
2/24/2025	EJSHS	Tomasz Wienskowski	\$ 16.00		
2/24/2025	EJSHS	Damon Smith	\$ 16.00		
2/24/2025	EJSHS	LeBrie Goudy-Lee	\$ 16.00		
2/24/2025	EJSHS	Hailey Ashcraft-Fimiani	\$ 16.00		
2/24/2025	EJSHS	Cherie Cuenca	\$ 16.00		
2/24/2025	EJSHS	Juthai Jun	\$ 16.00		
2/24/2025	EJSHS	Amy Bositis	\$ 16.00		
2/24/2025	EJSHS	Brian Kettenring	\$ 16.00		
2/24/2025	EJSHS	Kim Balingit	\$ 16.00		
2/24/2025	EJSHS	Gena Harriet	\$ 16.00		
2/24/2025	EJSHS	Graham Ulvestad	\$ 16.00		
2/24/2025	EJSHS	Megan Gordon	\$ 16.00		
2/24/2025	EJSHS	Parminder Dhingra	\$ 16.00		
2/24/2025	EJSHS	Aisha Barbeau	\$ 16.00		
2/24/2025	EJSHS	Rose Tam	\$ 16.00		
2/25/2025	EJSHS	Angelina Landman	\$ 16.00		
2/25/2025	EJSHS	Ariana Ayer-Winslow	\$ 16.00		
2/25/2025	EJSHS	Matthu Huxley	\$ 16.00		
2/25/2025	EJSHS	Kris Velasco	\$ 16.00		
2/25/2025	EJSHS	Carol Vickers	\$ 16.00		
2/25/2025	EJSHS	Roxanne Brownlee	\$ 16.00		
2/25/2025	EJSHS	Karen Myvett	\$ 16.00		
2/26/2025	EJSHS	Melissa Linzer	\$ 16.00		
2/26/2025	EJSHS	Jason Pontius	\$ 16.00		
2/26/2025	EJSHS	Sarah Hernandez	\$ 16.00		
2/26/2025	EJSHS	John Harris	\$ 16.00		
2/27/2025	EJSHS	Sarah Gilman	\$ 16.00		
2/27/2025	EJSHS	Malik Hayes	\$ 16.00		
2/27/2025	EJSHS	Inshirah Tse Tse	\$ 16.00		
2/27/2025	EJSHS	Meron Habte	\$ 16.00		
2/27/2025	EJSHS	Thu Le	\$ 16.00		
2/27/2025	EJSHS	Cathleen Jane Caluza	\$ 16.00		

**2024-2025
Summary Site Donations
March 5, 2025 - March 17, 2025**

2/28/2025	EJSHS	Lori MacDonald	\$	16.00	
2/28/2025	EJSHS	Lhiza Llacer	\$	16.00	
3/3/2025	EJSHS	Cash	\$	1,688.00	
3/11/2025	EJSHS	Encinal HS Athletic Boosters	\$	2,000.00	
					<u>\$ 4,248.00</u>
3/6/2025	Franklin	Daniel Doolan	\$	21.00	
					<u>\$ 21.00</u>
3/4/2025	Love Elementary	Hilina Aferu	\$	396.00	
3/7/2025	Love Elementary	Jeffrey Lacap	\$	396.00	
3/8/2025	Love Elementary	Vicki Ng	\$	396.00	
					<u>\$ 1,188.00</u>
3/3/2025	Maya Lin	Paula Stornetta	\$	50.00	
					<u>\$ 50.00</u>
2/24/2025	Paden	Bryan Hemberg	\$	425.00	
2/25/2025	Paden	David Sun	\$	425.00	
2/26/2025	Paden	Helen Cramer	\$	425.00	
2/28/2025	Paden	Nayeli Valentin-Weelmaa	\$	141.66	
2/28/2025	Paden	Natalie Bargas	\$	425.00	
2/28/2025	Paden	Otgonzaya Ishjamts	\$	425.00	
2/28/2025	Paden	Lauren Ackerman	\$	425.00	
3/1/2025	Paden	Xiu Huang	\$	425.00	
3/2/2025	Paden	Christine Schnetz	\$	141.66	
3/2/2025	Paden	Nitasha Lal	\$	141.66	
3/2/2025	Paden	Paul Rosenbloom	\$	425.00	
3/3/2025	Paden	Kerri Bandics	\$	141.66	
3/3/2025	Paden	Joanna Ruckman	\$	425.00	
3/3/2025	Paden	Roman Lim	\$	425.00	
3/4/2025	Paden	Li Yanlin	\$	425.00	
3/4/2025	Paden	Mehmet Bayburt	\$	425.00	
3/6/2025	Paden	Kerri Bandics	\$	141.66	
3/6/2025	Paden	Laura Radus	\$	141.66	
3/6/2025	Paden	Gregory Salazar	\$	141.66	
3/6/2025	Paden	Helen Bi	\$	141.66	
3/6/2025	Paden	Carla Thomas	\$	150.00	
3/6/2025	Paden	Maria H. Reinstein	\$	425.00	
3/6/2025	Paden	Laura Williams	\$	150.00	
3/6/2025	Paden	Elizabeth Afolabi	\$	425.00	
3/6/2025	Paden	Alena Putilov	\$	141.66	
3/7/2025	Paden	Julie Grandjean	\$	141.66	
3/7/2025	Paden	Morgan Bodvarsson	\$	425.00	
3/7/2025	Paden	Radnaasuren Munkhbat	\$	200.00	

2024-2025
Summary Site Donations
March 5, 2025 - March 17, 2025

3/7/2025	Paden	Ross Becht	\$	141.66	
3/7/2025	Paden	Ping Cong	\$	60.00	
3/7/2025	Paden	Latasha McCorvey	\$	125.00	
					<u>\$ 8,618.26</u>
2/28/2025	Ruby Bridges	Alameda Police Foundation	\$	500.00	
3/3/2025	Ruby Bridges	Cash	\$	1,008.00	
3/3/2025	Ruby Bridges	Cash	\$	1,975.00	
3/3/2025	Ruby Bridges	Cash	\$	2,200.00	
3/3/2025	Ruby Bridges	Cash	\$	4,860.00	
3/4/2025	Ruby Bridges	Ruby Bridges PTA	\$	439.15	
					<u>\$ 10,982.15</u>
					<u><u>\$ 36,878.91</u></u>

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of 2024-25 Consolidated Application Winter Reporting

Item Type: Consent

Background: The Consolidated Application and Reporting System (CARS) is the California Department of Education’s (CDE) application and reporting mechanism for selected categorical funding. Each summer (June) Local Education Agencies (LEAs) apply for funding and each winter (February) LEAs provide a status update. The Alameda Unified School District programs funded through the Consolidated Application for 2024-25 are the following:

Federal Programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title III, Part A (Immigrant)
- Title III, Part A (LEP Students) (LEP=Limited English Proficient Students/English Language Learners)
- Title IV, Part A (SSAE) Student Support and Academic Enrichment

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
□ 2024-25 ConApp Winter Reporting_3.25.25	3/17/2025	Backup Material

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kirsten Zazo
Authorized Representative's Signature	
Authorized Representative's Title	Assistant Superintendent
Authorized Representative's Signature Date	06/12/2024

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kirsten Zazo
Authorized Representative's Title	Assistance Superintendent
Authorized Representative's Signature Date	05/20/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/11/2024
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Kirsten Zazo
Authorized Representative's Title	Assistant Superintendent

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2024–25 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2024–25 Title II, Part A allocation	\$196,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2024–25 Title II, Part A allocation after transfers out	\$196,000

Title IV, Part A Transfers

2024–25 Title IV, Part A allocation	\$81,255
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2024–25 Title IV, Part A allocation after transfers out	\$81,255

*****Warning*****

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2024–25 Title I, Part A Nonprofit Private School Equitable Services Reservations

The purpose of this data collection is to calculate the Title I, Part A nonprofit private school equitable services proportional share allocation and report nonprofit private school reservations.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit private school low income students	68
Total participating public and nonprofit private school low income students	1,106
Percent of nonprofit private school low income students for equitable service calculation	6.15%

Title I, Part A LEA Allocation

2024–25 Title I, Part A LEA allocation	\$1,128,293
Transferred-in amount	\$0
2024–25 Title I, Part A LEA available allocation	\$1,128,293
Nonprofit private school equitable services proportional share amount	\$69,390

Equitable Services Required Reservations

Minimum parent and family engagement reservation (If the LEA total available allocation is greater than \$500,000, then the minimum parent and family engagement equals 1% of the nonprofit private school equitable services proportional share amount.)	\$694
Parent and family engagement	\$694

Equitable Services Authorized Reservations

Other authorized activities	
Indirect cost reservation	\$5,152
Administrative reservation	

Reservation Summary

Total equitable services required and authorized reservations	\$5,846
Amount available for direct equitable services	\$63,544

*****Warning*****

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2024–25 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2024–25 Title I, Part A LEA allocation (+)	\$1,128,293
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$69,390
2024–25 Title I, Part A LEA available allocation	\$1,058,903

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$10,590
School parent and family engagement	\$9,531
LEA parent and family engagement	\$1,059
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	\$0
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$8,500

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$552,172
2024–25 Approved indirect cost rate	8.02%
Indirect cost reservation	\$78,619
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$640,350
School parent and family engagement reservation	\$9,531
Amount available for Title I, Part A school allocations	\$409,022

*****Warning*****

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2024–25 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$196,000
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2024–25 Total allocation	\$196,000
Administrative and indirect costs	\$14,552
Reservation for equitable services for nonprofit private schools	\$20,277
2024–25 Title II, Part A adjusted allocation	\$161,171

*****Warning*****

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2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	709
Estimated English learner student program allocation	\$92,347

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$50,000
Program and other authorized activities	\$30,491
English Proficiency and Academic Achievement	\$3,000
Parent, family, and community engagement	\$2,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$6,856
Total budget	\$92,347

*****Warning*****

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2024–25 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III English Learner (EL) student program and to report required reservations.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2024–25 Title III EL student program allocation	\$92,347
Transferred-in amount	\$0
Repayment of funds	\$0
2024–25 Total allocation	\$92,347

Allocation Reservations

Professional development activities	\$70,759
Program and other authorized activities	\$14,732
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$6,856
Total allocation reservations	\$92,347

*****Warning*****

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2024–25 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through December 31, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	\$92,347
Transferred-in amount	\$0
2024–25 Total allocation	\$92,347
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$5,725
2000–2999 Classified personnel salaries	\$50
3000–3999 Employee benefits	\$1,303
4000–4999 Books and supplies	\$6,974
5000–5999 Services and other operating expenditures	\$5,211
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1,545
Total year-to-date expenditures	\$20,808
2024–25 Unspent funds	\$71,539

*****Warning*****

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2024–25 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$125.90
Estimated immigrant student count	327
Estimated immigrant student program allocation	\$41,169

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$38,112
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$3,057
Total budget	\$41,169

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2024–25 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2024–25 Title IV, Part A LEA allocation	\$81,255
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2024–25 Title IV, Part A LEA available allocation	\$81,255

Reservations

Indirect cost reservation	\$6,033
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$6,576
2024–25 Title IV, Part A LEA adjusted allocation	\$68,646

*****Warning*****

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	Substitute System Based on Sampling Method

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2024–25 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	
Title I, Part C Migrant Education SACS Code 3060	
Title I, Part D Delinquent SACS Code 3025	
Title II, Part A Supporting Effective Instruction SACS Code 4035	
Title III English Learner Students - 2% maximum SACS Code 4203	
Title III Immigrant Students SACS Code 4201	
Title IV, Part A Student Support - 2% maximum SACS Code 4127	
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of AUSD's Comprehensive School Safety Plans (CSSP)

Item Type: Consent

Background: Per Education Code 32281, "Each school district is responsible for the overall development of all Comprehensive School Safety Plans (CSSP) for its schools operating kindergarten or any of grades 1 to 12, inclusive."

The Comprehensive School Safety Plans shall be reviewed and updated by March 1 of each year and presented to the Board for approval (Ed. Code 32286, 32288). The Board shall review the CSSPs in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plans at a regularly scheduled meeting.

Tonight, the following CSSPs are being presented to the Board for approval:

- Alameda High School
- Alameda Science & Technology Institute
- Bay Farm School
- Earhart Elementary
- Edison Elementary
- Encinal Jr./Sr. High School
- Franklin Elementary
- Island Continuation High School
- Lincoln Middle School
- Love Elementary
- Maya Lin School
- Otis Elementary
- Paden Elementary
- Ruby Bridges Elementary
- Wood Middle School (pending signature)

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #2 - Teachers must challenge and support all students to reach their highest academic and personal potential. | #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success. | #4 - Parental involvement and community engagement are integral to student success. | #5 - Accountability, transparency, and trust are necessary at all levels

of the organization.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
▣ 2024-25 CSSP_Alameda HS_3.25.25	3/18/2025	Backup Material
▣ 2024-25 CSSP_ASTI_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Bay Farm School_3.25.25	3/18/2025	Backup Material
▣ 2024-25 CSSP_Earhart Elem_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Edison Elem_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Encinal Jr./Sr. HS_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Franklin Elem_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Island HS_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Lincoln MS_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Love Elem_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Maya Lin School_3.25.25	3/18/2025	Backup Material
▣ 2024-25 CSSP_Otis Elem_3.25.25	3/18/2025	Backup Material
▣ 2024-25 CSSP_Paden Elem_3.25.25	3/17/2025	Backup Material
▣ 2024-25 CSSP_Ruby Bridges Elem_3.25.25	3/18/2025	Backup Material
▣ 2024-25 CSSP_Wood MS_3.25.25	3/20/2025	Backup Material

Comprehensive School Safety Plan

2024-25 School Year

School: Alameda High School
CDS Code: 01611190130229
District: Alameda Unified School District
Address: 2200 Central Avenue
Alameda, CA 94501
Date of Adoption: 2/26/2025
Date of Update: 2/26/2025
Date of Review:
- with Staff 11/20/2024
- with Law Enforcement
- with Fire Authority

Approved by:

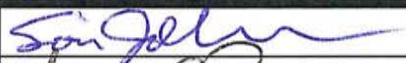
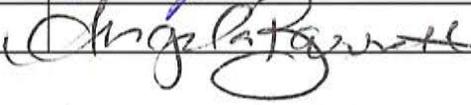
Name	Title	Signature	Date
Soni Johnson	SSC Chair		3/6/2025
Angela Barrett	Principal		3.6.2025

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

<https://docs.google.com/document/d/1Oiz2NjMccFI3HZpnmvvr-DlOcGpOITkOeGpM8XdXdHE/edit>

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

Safety Plan Vision

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

Alameda High School Safety Committee

https://docs.google.com/document/d/1Y2wrgoAhkok_8wr6RuhmiwoSooFLt-dFDALaRGMmPmU/edit

Assessment of School Safety

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

<https://docs.google.com/spreadsheets/d/1E7X0zOhdmd6DKIsBFCLBnzV2sEJP1G7J-drDMiv1hWY/edit#gid=371039585>

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

<https://docs.google.com/document/d/1W89n1wJwXVvA-ygKLDjIGvR8WzVz-UeKwfEGVylveSw/edit>

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

Child Abuse Reporting Procedures

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

A. Definition of Child Abuse

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

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

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

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

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

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

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

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

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

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

E. Victim Interviews

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

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

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

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

G. Staff Training

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

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

Disaster Plan (See Appendix C-F)

Purpose of the Plan

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

Campus and Facility Site Preparedness Duties

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

All School Staff:

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

Annually each principal shall:

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

Teachers:

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

School Office Managers or Designee:

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

School Custodians or designee:

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

Crisis Response

The primary goals of crisis response are to:

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

Incident Command System (ICS)

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

Foundations of Crisis Response

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

These three C's are:

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

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

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

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

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

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

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

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

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

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

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

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

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

The District database is the Aeries Student Information System.

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

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

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

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

Tier 1

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

Tiers 2 and 3

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

Grounds for Suspension and Expulsion

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

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

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

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

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher-Initiated Suspensions Pursuant to Section 48910

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This notice shall also:

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

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

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

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

Suspensions by Superintendent, Principal, or Designee

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

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

Defiance

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

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

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

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

Discipline and Intervention Matrix for Administrators

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

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

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

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

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

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

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

Suspensions shall be initiated according to the following procedures:

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

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

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

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

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

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

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

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

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

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

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

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

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

Suspension by the Board

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

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

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

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

Supervised Suspension Classroom

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

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

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

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

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

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

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

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

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

Expulsions

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

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

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

Authority to Expel

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

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

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

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

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

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

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

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

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

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

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

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

Possessing an explosive as defined in 18 USC 921

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Rights of Complaining Witness

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

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

Receive five days' notice of his/her scheduled testimony at the hearing

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

Have a closed hearing during the time he/she testifies

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

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

Written Notice of the Expulsion Hearing

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

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth

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

Conduct of Expulsion Hearing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The person conducting the hearing may:

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

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

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

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

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

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

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

Final Action by the Board

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

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

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

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

- Periodic review, as well as assessment at the time of review, for readmission
 - Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
- With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

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

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

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

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

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

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

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

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

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

Right to Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Post-Expulsion Placements

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

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

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

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

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

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

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

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

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

Maintenance of Records

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

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

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

Outcome Data

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

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

Public Reporting of Discipline Data

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

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

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

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

Notice Regarding Student Offenses

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

Acts That Are Grounds for Suspension or Expulsion

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

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

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

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

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

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

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

Definitions

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

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

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

Examples of Sexual Harassment

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

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

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

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

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

Training

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

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

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

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

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

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

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

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

Notifications

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

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

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

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

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

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

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

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

Complaint Procedures

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

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

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

Basic Principles:

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

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

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

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

Students MUST Wear:

- Top
- Bottom
- Shoes

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

Students MAY Choose to Wear:

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

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

Students CANNOT Wear:

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

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

Training and Enforcement:

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

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

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

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

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

Uniforms

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

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

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

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

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

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

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

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

COORDINATING THE EVACUATION

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

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

EVACUATION ASSEMBLY AREAS

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

ACCESS CONTROL PERSONNEL

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

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

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

RELEASE OF STUDENTS FROM SCHOOL

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

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

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

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

Component:

Component I: The Social Climate, People, and Programs

<https://docs.google.com/document/d/1W89n1wJwXVvA-ygKLDjIGvR8WzVz-UeKwfEGVylveSw/edit>

Element:

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

https://drive.google.com/file/d/1ouAhMf942Lk_w49wWsuKP4zyfYf5DlvO/view?usp=share_link

Opportunity for Improvement:

Goal: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>If we raise the level of discourse, greet students at the door or make contact with them in each class, meet with our chronically absent students to set goals, highlight student success, consistently implement community building activities, and focus on the success and accomplishments of our Black students and acknowledge these accomplishments to both the students and their families as well as directly communicate and counsel target students experiencing attendance and academic struggles. then our Black students will improve their attendance and participation in school. Black students who were chronically absent at the end of the 2023-2024, will either no longer be indicated as chronically absent, or have increased their attendance by 10%, or by the end of each semester in the 2024-2025 academic year.</p>			Admin, Teachers, Staff	Aeries, Schoolzilla data
	Document parent phone calls, etc.	Time at staff meetings	Teacher	Data collected and reviewed by principal's cabinet
	Support w/reminders, provide dedicated time for this (learning once in Sept. isn't enough!)	Staff meeting time	Admin	

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Time (not outside of contract hours) for target students to meet with all teachers to discuss next steps. It's great to hear from other teachers who also teach students (focal group work), but at the end of the day, we need to communicate with said students and give them some ownership of their attendance.	Coverage and time given for this to occur (admin or sub coverage)	Teacher	Data collected and reviewed by principal's cabinet
	Collect data from chronically absent students; round table? Twice yearly at staff meetings we will look at qualitative data to review the experience of chronically absent students.	Aeries data, Schoolzilla data	Admin	
	Solicit student feedback and then act on responses	Survey creation, time to plan panels, etc...	Teachers, Admin	Student panel, student survey, etc.
	Routine non-academic interactions and communications		Teacher	Survey

Component:

Component II: Physical Environment

Element:

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

Opportunity for Improvement:

Goal: Create a campus that is safe for students and staff

Objectives	Action Steps	Resources	Lead Person	Evaluation
Determine ways to increase the safety of the campus	Regularly check the campus to ensure perimeter doors are locked during the school day.		Admin, Campus Security	
Provide consequences to decrease tardies and absenteeism	Daily lunch detentions, weekly Wed. detentions, ineligibility to participate in extra-curricular activities	AERIES reports	Principal, Dean of Students	Attendance trends

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

Alameda High School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

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

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

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

Conduct Code Procedures

All Alameda Unified School District students are held to a high standard of behavior. Students are also privileged to participate in many positive school-sanctioned senior activities. These include; AUSD Graduation Ceremony, Senior Prom/Ball, Senior Banquet and Senior Picnic, Junior Prom, Sports, etc.. Note: Student participation in any non-sanctioned activities (e.g. senior cut day or any senior prank) may result in disciplinary consequences, including but not limited to suspension, and may include loss of the privilege of participating in the graduation ceremony.?

Any student’s first suspension will result in the denial of participation in one of the above privileges at the discretion of the school site administrator.

Any students’ second suspension will result in loss of all remaining privileges, and may include the privilege of participating in the graduation ceremony.

Each semester, students who have more than one truancy notice and/or are not passing all of their classes with a D or higher during that semester will be ineligible to participate in senior activities that semester.

Any senior with more than 10 unexcused period absences without a valid medical excuse may be denied participating in one of the above senior privileges at the discretion of the school site administrator.

(K) Hate Crime Reporting Procedures and Policies

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

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

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

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

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

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

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

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

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

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

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

Complaints

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

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

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

(J) Procedures to Prepare for Active Shooters

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

ALERT

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

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

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

LOCKDOWN

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

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

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

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

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

Taking attendance and maintaining order are not the priority.

INFORM

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

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

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

COUNTER

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

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

- Throw objects at the intruder
- Distract the intruder by noise and/or movement

- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

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

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

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

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

Measures to Prevent Bullying:

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

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

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

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

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

Student Instruction:

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

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

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

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

Reporting and Filing of Complaints:

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

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

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

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

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

Discipline/Corrective Actions:

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

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

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

(Education Code 48900.9)

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

Opioid Prevention and Life-Saving Response Procedures

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

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

Step (2) Administer Naloxone (Narcan)

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

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

Insert the atomizer fully and gently into their nostril

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

Place the person to their side (recovery position).

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

Follow Up

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

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

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

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

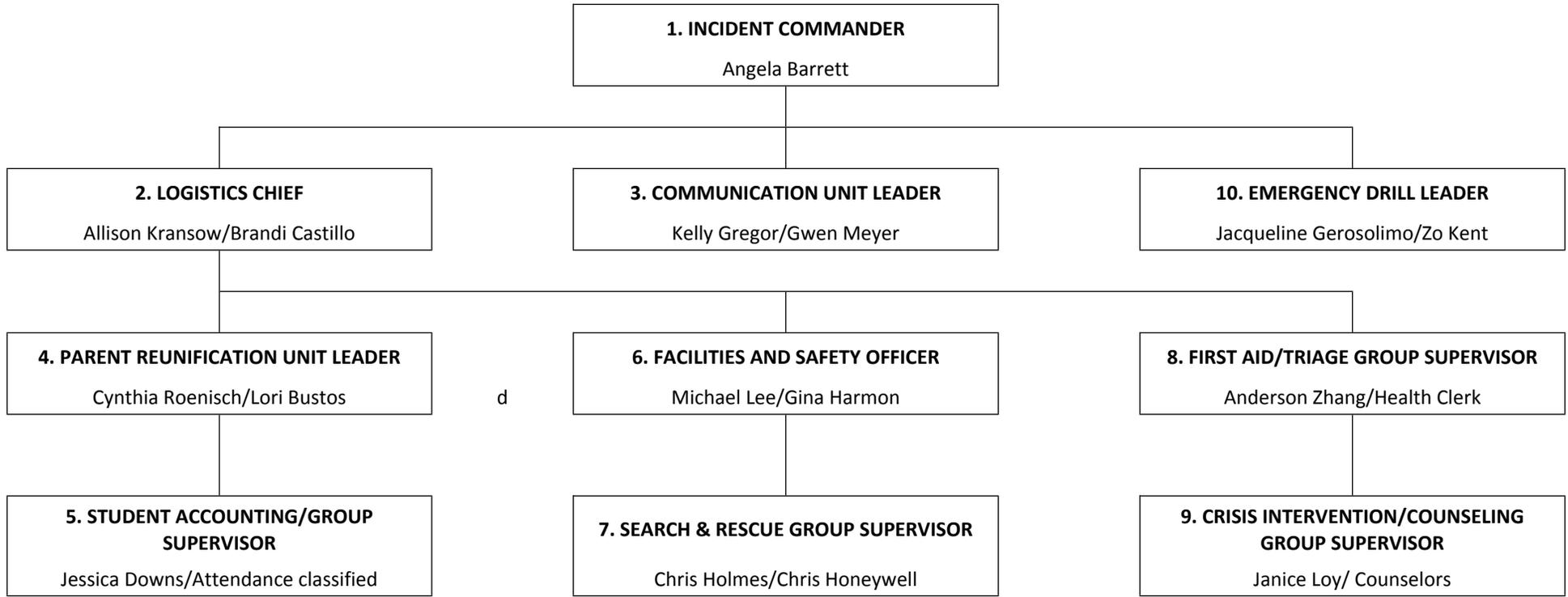
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	9/4/24 and 12/4/24	Emergency response training with all staff
Safety Committee Meeting	9/4/24 and 12/4/24	Review of Safety Plan adn procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	12/4/24	Saftey Committee share out
Safety Committee Meeting	12/4/24	Table top drill and training planning
Faculty Meeting	12/4/24	Review of REMS roles and respsponsibilities
Public Hearing	2/26/25	Saftey plan review with community
School Community Meeting		SSC approval of plan

Alameda High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

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

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

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

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

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

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

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

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

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

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

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander:

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

Logistics Chief:

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

Report immediately to the Command Post with:

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

Communication Unit Leader:

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader:

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

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor:

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

The Evacuation/Shelter/Care Team is responsible for:

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

Search & Rescue Group Supervisor:

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

Search & Rescue Teams are also responsible for:

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

First Aid/Triage Group Supervisor:

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

First Aid Teams are responsible for:

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

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

Crisis Intervention/ Counseling Group Supervisor:

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

This includes:

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

Facilities and Safety Officer:

The Facilities & Security Response Team is responsible for:

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

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

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

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by

LIST FIRST AID FUNCTION

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

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

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

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

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

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

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

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

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

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

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

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

IMMEDIATE ACTION

Principal

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

Principal's Secretary

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

Teachers

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

FOLLOW UP ACTION

Principal

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

Teachers

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

Animal Disturbance

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

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

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

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

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

2. IMMEDIATE ACTION

Principal

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

Teachers

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

Custodian

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

3. FOLLOW UP ACTION

Principal

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

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

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

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

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

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

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

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

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

Teachers

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

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

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

3. FOLLOW UP ACTION

Principal

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

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

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

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

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

2. IMMEDIATE ACTION – EXPLOSION

Principal

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

Teachers

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

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

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

Teacher

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

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

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

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

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

Teachers

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

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

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

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

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

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

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

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

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

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

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

SETTLING DOWN AFTER THE FIRST SHOCK:

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

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

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

IMMEDIATE ACTION – EXPLOSION

Principal

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

Teachers

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

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

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

Fire in Surrounding Area

Follow shelter-in-place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

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

Teachers

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

Custodians

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

FOLLOW-UP ACTION

Principal

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

Principal's Secretary

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

Teachers

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

Flooding

DESCRIPTION/DEFINITION

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

IMMEDIATE ACTION

Principal

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

Teachers

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

Custodians

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

Follow up Plan

Principal

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

Principal's Secretary

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

Teachers

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

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

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

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

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

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

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

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

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

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

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

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

Opioid Overdose

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

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

Step (2) Administer Naloxone (Narcan)

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

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

Insert the atomizer fully and gently into their nostril

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

Place the person to their side (recovery position).

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

Follow Up

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

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

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

Emergency Evacuation Map

<https://drive.google.com/file/d/1OP3q4kPL---Mb1hzzvcm6rKfV1-XsBaH/view?usp=sharing>

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

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

I. PURPOSE OF THE PLAN

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

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

A. Presidential Mandate

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

B. Planning Needs and Assumptions

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

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

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

II. STATUTES FOR SERVICES IN SCHOOL

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

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

A. Americans with Disabilities Act of 1990

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

B. Individuals with Disabilities Education Act (IDEA)

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

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

Individual Education Program (IEP)

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

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

C. Section 504 of the Rehabilitation Act of 1973

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

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

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

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

Table 1. Categories of Disability under IDEA Law

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

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

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

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

III. MITIGATION AND PREVENTION

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

A. Teacher Survey - Students Needing Special Assistance

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

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

B. Mitigation Strategies

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

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

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

A. General Strategies

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

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

B. Buddy System

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

To have an effective buddy system:

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

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

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

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

Some best practices to consider are:

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

D. Access to Communication

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

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

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

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

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

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

F. Preparedness Supplies

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

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

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

* for diabetic students

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

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

G. Drills

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

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

H. Key Practices for Certain Impairments

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

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

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

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

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

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

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

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

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

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

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

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

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

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

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

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

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

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

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

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

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

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

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

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

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

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

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

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

A. Leadership by District of Service

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

B. Assess the Situation

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

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

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

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

D. Lockdown/Shelter-in-Place Strategies

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

E. Implement Evacuation

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

To Evacuate Persons Using Wheelchairs:

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



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

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

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

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

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

A. Restoration

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

B. Supportive Services

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

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

them to new surroundings and new routines.

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

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

APPENDIX A

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

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

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

Diagnoses/Past Procedures/Physical Exam

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

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

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

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



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

Evcc-Medx72 Inscr Disaccor-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

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

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

APPENDIX F

Acronyms

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

Learning Continuity and Attendance Plan Template (2020–21)

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

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

General Information

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

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

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

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

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

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

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

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

Stakeholder Engagement

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

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

Strategic Planning Group:

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

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

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

Stakeholder Engagement/Consultation:

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

Board of Education:

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

* Special Meetings

Town Halls:

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

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

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

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

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

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

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

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

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

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

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

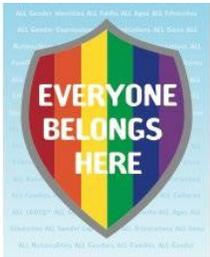
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student’s record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

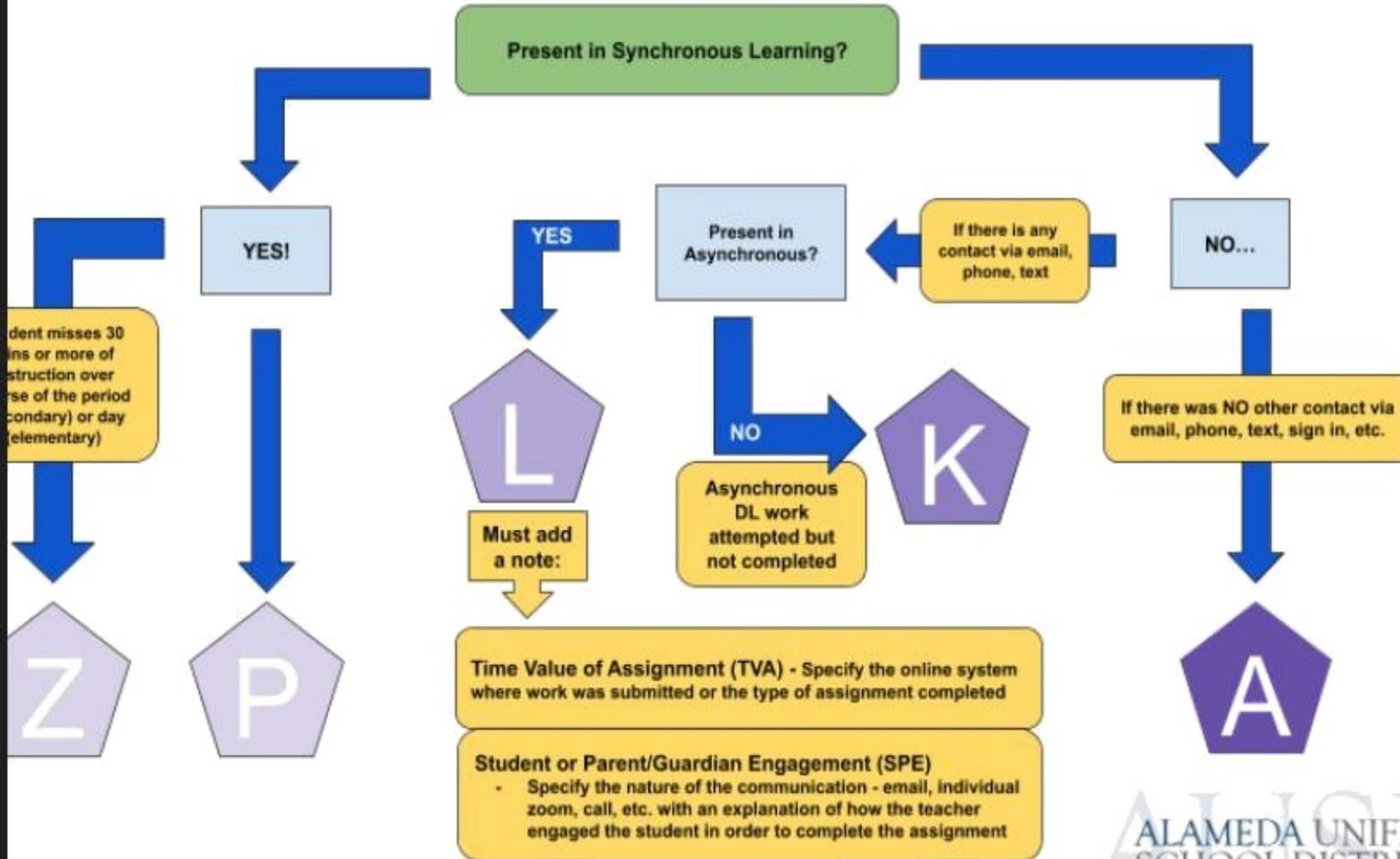
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

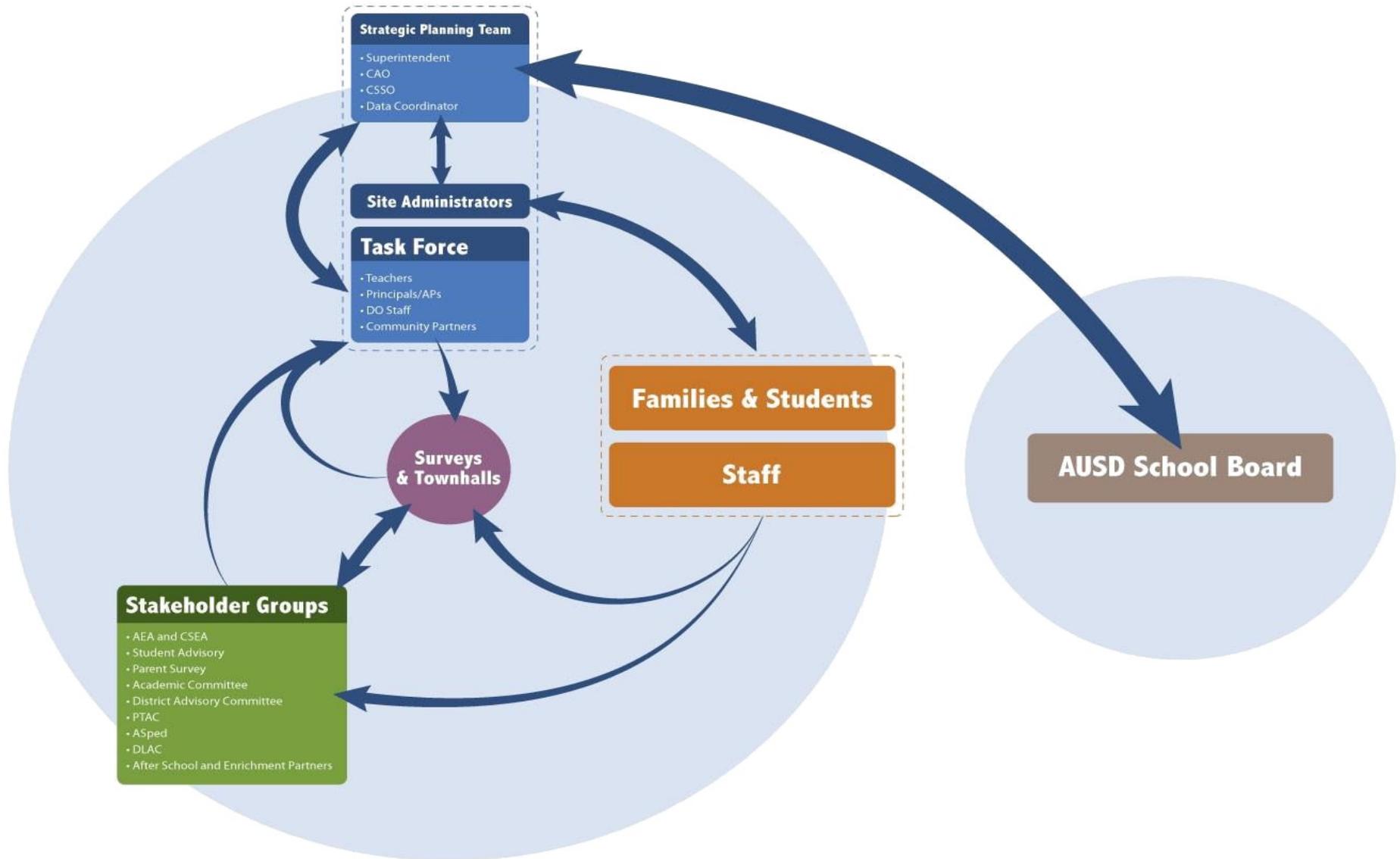


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

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

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

General Information

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

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

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

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

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

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

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

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

Stakeholder Engagement

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

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

Strategic Planning Group:

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

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

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

Stakeholder Engagement/Consultation:

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

Board of Education:

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

* Special Meetings

Town Halls:

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

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

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

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

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

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

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

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

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

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

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

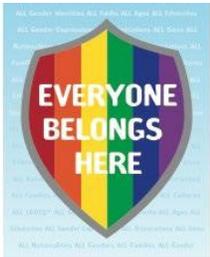
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

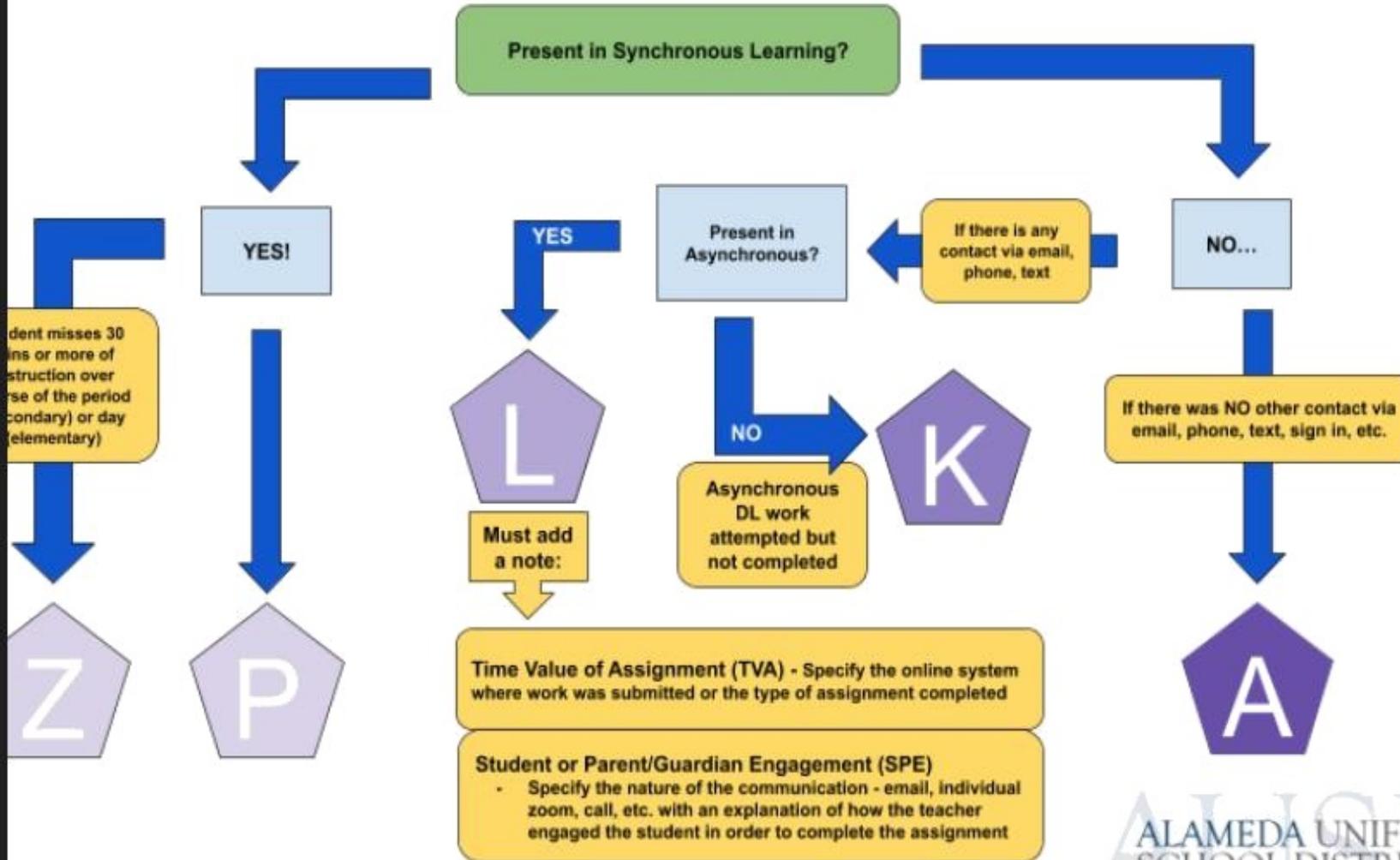
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9</p> <p>June 23</p> <p>July 17</p> <p>July 22</p> <p>August 5</p> <p>August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

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

I. PURPOSE OF THE PLAN

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

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

A. Presidential Mandate

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

B. Planning Needs and Assumptions

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

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

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

II. STATUTES FOR SERVICES IN SCHOOL

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

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

A. Americans with Disabilities Act of 1990

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

B. Individuals with Disabilities Education Act (IDEA)

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

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

Individual Education Program (IEP)

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

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

C. Section 504 of the Rehabilitation Act of 1973

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

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

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

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

Table 1. Categories of Disability under IDEA Law

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

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

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

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

III. MITIGATION AND PREVENTION

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

A. Teacher Survey - Students Needing Special Assistance

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

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

B. Mitigation Strategies

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

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

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

A. General Strategies

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

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

B. Buddy System

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

To have an effective buddy system:

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

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

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

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

Some best practices to consider are:

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

D. Access to Communication

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

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

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

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

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

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

F. Preparedness Supplies

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

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

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

* for diabetic students

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

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

G. Drills

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

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

H. Key Practices for Certain Impairments

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

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

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

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

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

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

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

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

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

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

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

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

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

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

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

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

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

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

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

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

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

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

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

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

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

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

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

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

A. Leadership by District of Service

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

B. Assess the Situation

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

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

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

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

D. Lockdown/Shelter-in-Place Strategies

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

E. Implement Evacuation

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

To Evacuate Persons Using Wheelchairs:

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



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

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

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

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

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

A. Restoration

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

B. Supportive Services

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

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

them to new surroundings and new routines.

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

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

APPENDIX A

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

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

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

Diagnoses/Past Procedures/Physical Exam

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

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

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

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

APPENDIX F

Acronyms

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

Comprehensive School Safety Plan

2024-25 School Year

School: Alameda Science and Technology Institute
CDS Code: 01 61119 0106401
District: Alameda Unified School District
Address: 555 Ralph Appezato Memorial Pkwy. Portable 1
Alameda, CA 94501
Date of Adoption: 2.26.2025
Date of Update: 1.21.2025
Date of Review:
- with Staff 2.3.2025
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
SSC Jenna Miles	SSC Chair	Jenna Miles	2.26.25
Tracy Corbally	Principal	Tracy Corbally	2.26.25

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

Alameda Science and Technology Institute Safety Committee

Role Name

Principal Tracy Corbally
Office Manager Jasmina Balic
Health Clerk (P/T) Michele Johnson
Counselor Ripon Mann
Teacher Jorge Zavala
Teacher Michael Hans
Teacher Anthony Long
Teacher Laurel McCoy
Teacher Jon Hallsted
Teacher Lynn Lebo-Planas
Teacher Aimee Craig
AUSD Liaison Vernon Walton
CoA Liaison Shuntel Nathaniel

Assessment of School Safety

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

ASTI has little to no crime on our campus, a magnet school with 170 students and 10 staff members, located on a college campus.

We had no suspensions in 2024

25, and we have had no expulsions since the school opened in 2004. We have an active COST that meets twice per month, and we partner with two local organizations to provide 1-1 therapy for students. Staff have access to a behavior support referral form, which serves as a data capture tool as well. It is reviewed by the counselor and administrator, and referred to services or COST as warranted. Our attendance rates are above 97%, so we focus site efforts on tardies, with progressive response including teacher contact to home, letter, a second letter, lunchtime reflective detention, parent meeting. Our CHKS survey data indicates that overall students feel safe on our campus, with minimal declines at 11th grade.

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

ASTI staff serve as a safety committee of the whole, and the principal collaborates with both AUSD and CoA to align drills and emergency responses. The school has radios networked to both AUSD and CoA. The principal, office manager and counselor are building monitors for CoA emergencies and drills, and pertinent CoA staff are included in the ASTI Share911 network. ASTI uses Marina Security along with CoA for campus supervision issues. The principal holds an annual Safety Assembly for students at the start of the school year and emails the safety pamphlet home for parents to review, translated into Chinese. Tier 1 approaches include universal instruction and RP responses; Tier 2 includes after school tutoring and study spaces, and tier 3 includes SSTs. The RISE (PBIS) Action Plan includes rebooting our student acknowledgement system, and rollouts and lessons in classes at the start of each semester, as well as activities and events run by Leadership class.

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

Child Abuse Reporting Procedures

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

A. Definition of Child Abuse

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

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

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

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

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

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

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

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

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

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

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

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

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

E. Victim Interviews

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

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

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

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

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

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

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

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

G. Staff Training

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

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

Disaster Plan (See Appendix C-F)

Purpose of the Plan

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

Campus and Facility Site Preparedness Duties

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

All School Staff:

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

Annually each principal shall:

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

Teachers:

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

School Office Managers or Designee:

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

School Custodians or designee:

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

Crisis Response

The primary goals of crisis response are to:

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

Incident Command System (ICS)

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

Foundations of Crisis Response

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

These three C's are:

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

Insert link to REMS packet https://docs.google.com/document/d/1vPySVLSVrVztmp4zSCNLU1TIWHSLIIXpNEpg_wuVw-Y/edit?usp=sharing

Adaptations for Students with Disabilities

ASTI Adult Transition Students in the D Building: Staff are trained in CPR, IEPs include special accommodations for some students, i.e. 1-1 exiting or chances of eloping at noise or alarm

Adult Transition has their own evacuation route and site which is most accessible to their students Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

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

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

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

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

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

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

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

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

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

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

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

The District database is the Aeries Student Information System.

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

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

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

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

Tier 1

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

Tiers 2 and 3

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

Grounds for Suspension and Expulsion

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

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

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

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

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher-Initiated Suspensions Pursuant to Section 48910

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This notice shall also:

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

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

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

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

Suspensions by Superintendent, Principal, or Designee

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

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

Defiance

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

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

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

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

Discipline and Intervention Matrix for Administrators

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

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

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

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

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

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

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

Suspensions shall be initiated according to the following procedures:

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

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

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

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

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

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

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

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

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

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

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

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

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

Suspension by the Board

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

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

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

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

Supervised Suspension Classroom

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

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment. Continue to strengthen key components of MTSS as they pertain to school culture and student mental health/wellbeing.

Opportunity for Improvement:

Continue MTSS alignment with post-pandemic needs and resources, with focus on:

- Tier 1 Build school culture via bonding events and programs run through the Leadership class. Collaborate with student leaders on the events calendar and events curriculum.
- Tier 2 Build peer-to-peer support through clubs
- Tier 1 Continue the RISE PBIS program of student recognition and curriculum across content areas.
- Tier 3 Use COST to utilize the resource of 1-1 therapeutic support for students

Objectives	Action Steps	Resources	Lead Person	Evaluation
Rebuild School Culture	Revise and develop bonding events to connect students between grade levels	ASB funds, Student Leadership previous events/calendars	Anthony Long/Tracy Corbally	End of year student survey to capture Deltas and Pluses and inform next year; ongoing formative assessments of events by students
RISE PBIS Program	Tiered Fidelity Inventory and map out annual events and benchmarks, meet once monthly in committee including student rep, counselor, advisor, admin; reboot RISE rewards program	Parent donations for RISE rewards, staff collaboration, Intervention Lead support	Ripon Mann/Cassie Ferguson/Tracy Corbally	TFI, formative team assessments
COST-- Maximize 1-1 therapeutic support for students	Secured confidential meeting space and schedule for 2 therapists to work 3 days; coordinate with partners AFS and KCCEB to refer and follow up on students to maintain wraparound support for students	KCCEB and AFS therapists; support from COA to provide the space	Ripon Mann/Tracy Corbally/Christina Yu/Szymon Nowak	COST team notes

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment. Re-establish safety measures, protocol and procedures for postpandemic in person school in our new campus setting.

COA Map: https://drive.google.com/file/d/1nU_78MI_KozjxfRaJ0QdkbdnCKvzodMB/view?usp=sharing

ASTI Site Map: <https://drive.google.com/file/d/1zMXDXBqJutCwY5k4vKr0QRAAIBHCg6y6/view?usp=sharing>

Opportunity for Improvement:

Goal:

- Align ASTI/AUSD safety protocol with host college COA/Peralta
- reestablish drills procedures and practice with new technologies

Objectives	Action Steps	Resources	Lead Person	Evaluation
align safety protocol with COA	Admin attends COA & AUSD safety trainings & committee meetings with AUSD representatives, shared communication technology (radios, share911) with COA and AUSD, Marina Security patrols and communication, alert college to drills schedule, refined and align intruder protocol, participate in college-wide staging drill TBD	Share911, radios, intercom security staff	Tracy Corbally/Vernon Walton/Melanie Dixon/Shuntel Nathaniel	Ongoing formative as COA is replacing some staff members who left
Continue drill procedures with new technologies	Create and implement drills calendar, including fire, earthquake, lockdown, shelter in place. Collaborative drill with AUSD & COA. Both schools use ALICE protocol. Utilize intercom, share911, radios for broadcast and integration of Marina Security/police/emergency as needed, Marina Security patrolling ASTI campus on their rounds	share911, radios, intercom, security staff	Tracy Corbally/Vernon Walton	Drills calendar complete, posted to sharepoint, implemented with formative assessment during and after each drill.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Alameda Science and Technology Institute Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

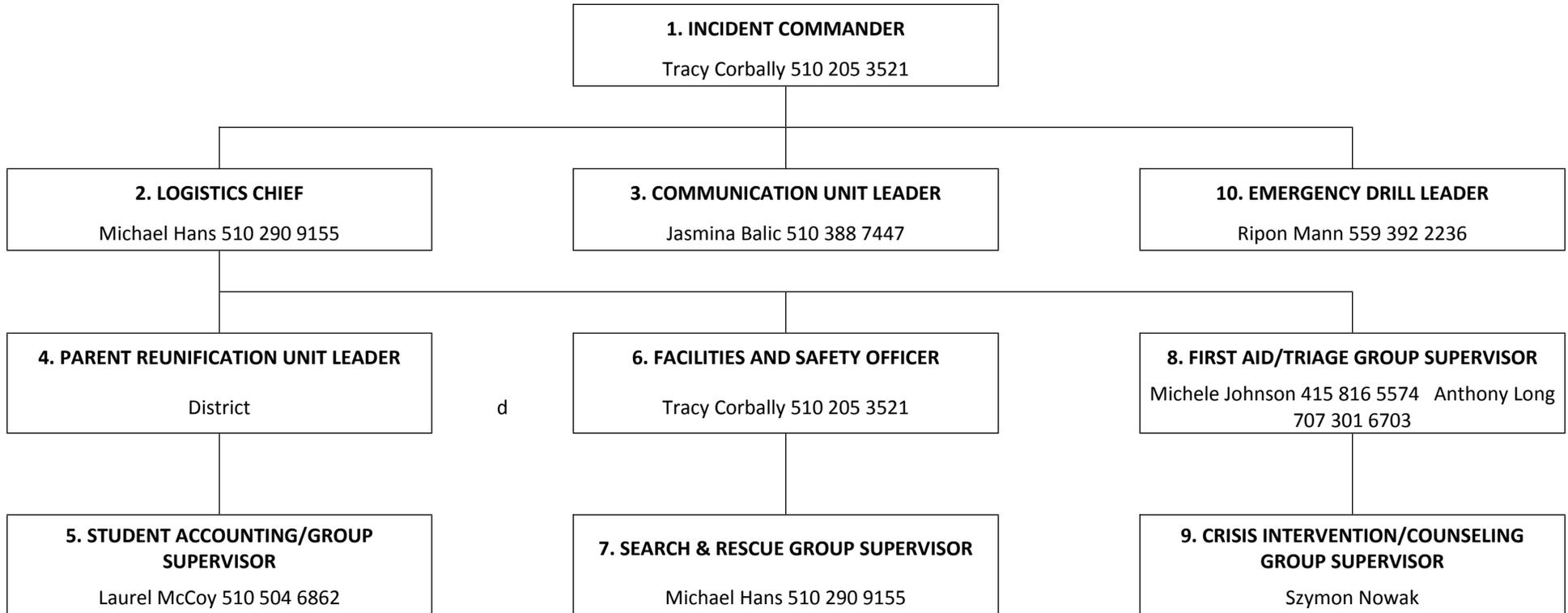
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	
Law Enforcement/Fire/Paramedic	Marina Campus Security (CoA/PCCD)	510-466-7236	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting Emergency response training with all staff	9.16.2024	Emergency response training with all staff
Faculty Meeting Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes	2.3.2025	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Drills	Ongoing- see attached schedule	Drill Schedule
CoA Safety Meetings	every 3rd Thursday	COA Invitation/Agenda Sample
Student Campus Safety & Mental Health Assembly	9.20.2024	Student Handout
School Site Council Review of Safety Plans	2.12.2025	SSC Agenda
Intruder Response Protocol Created with AUSD & CoA	Fall 2022- ongoing	Intruder Protocol
School Site Council Approval of Safety Plan	2.12.2025	SSC Minutes

Alameda Science and Technology Institute Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number
 REMS Team Role Member Name Primary Contact
 (Cell) Secondary Contact
 Incident Commander Jasmina Balic 5103887447
 Logistics Chief Jasmina Balic/Tracy Cor 5103887447 Michele Johnson
 Communication Unit Leader Jasmina Balic 5103887447
 Parent Reunification Unit Leader: Michele Johnson 4158265574 Ripon Mann
 Student
 Accounting/Group Supervisor
 Ripon Mann

5593922236

Search & Rescue Group Supervisor Michael Hans 5102909155

First Aid/Triage Group Supervisor Anthony Long 7073017447 Aimee Craig

Crisis Intervention/

Counseling Group Supervisor Szymon Nowak 5107098734 Ripon Mann

Facilities and Safety Officer Tracy Corbally/Jasmina

Emergency Drill Leader Tracy Corbally

Incident Commander:

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief:

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader:

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor:

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor:

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor:

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor:

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer:

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Aimee Cole, Ripon Mann

SEARCH TEAM #2 Jon Hallstead, Lynn Lebo-Planas

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT Anthony Long/Michele Johnson

TRIAGE Anthony Long/Michele Johnson

RECORDER Laurel McCoy

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located in office

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students. **WARNING:** The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
 "I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.

3. Work with the Superintendent's office to formulate a public statement.

4. Discuss the crisis in a factual manner in follow up meetings and/or communications.

5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

https://drive.google.com/file/d/1nU_78MI_KozjxfRaJ0QdkbdnCKvzodMB/view?usp=sharing

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle numberSheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
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*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-Medx72 Inscr Disaccor-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President
Gary Lym, Clerk
Gray Davis, Trustee
Ardella Daily, Trustee
Gray Davis, Trustee
Will Lau, Student Board Member
Brian Lin, Student Board Member
Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President
DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

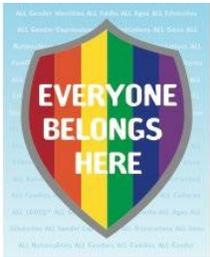
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

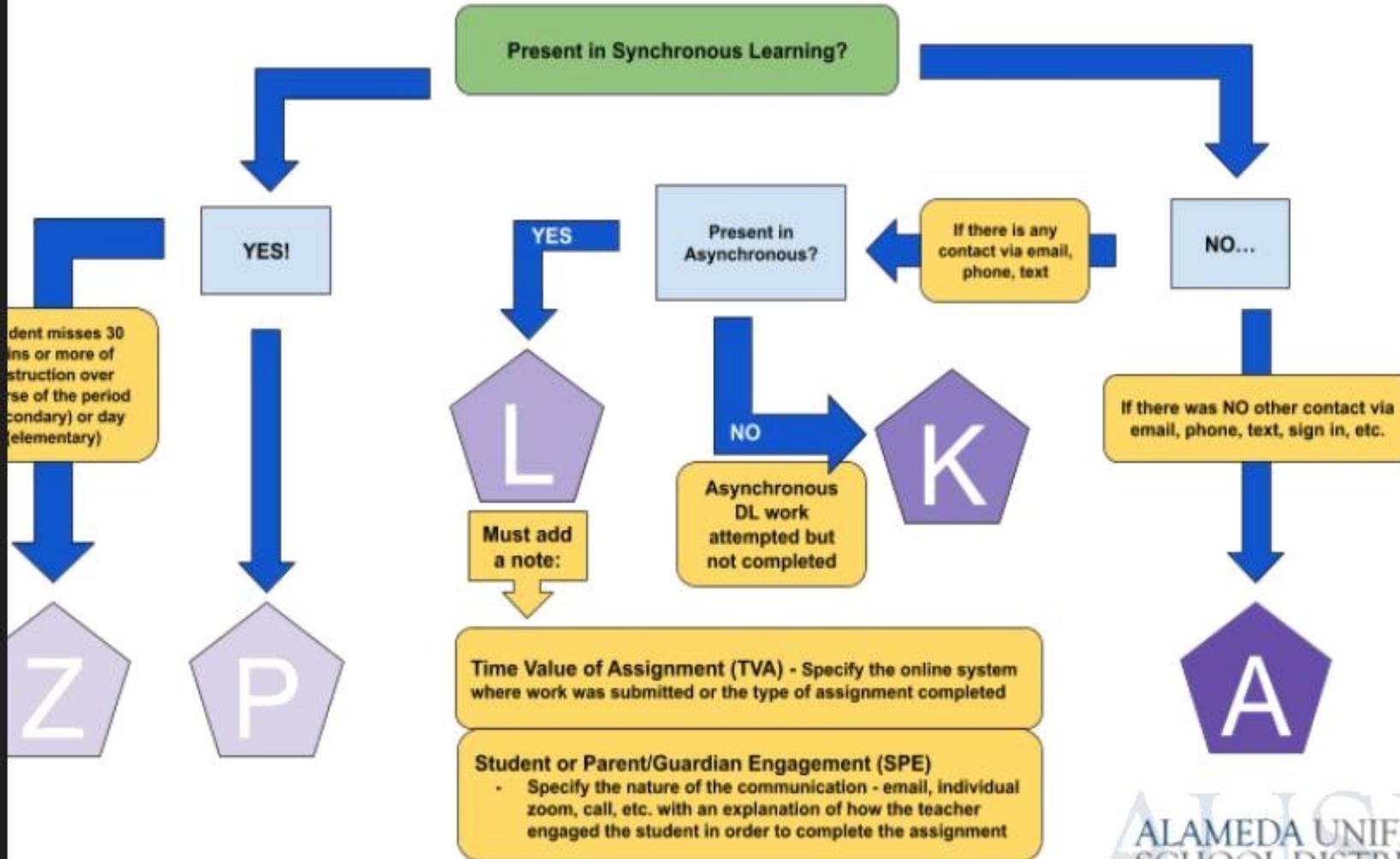
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

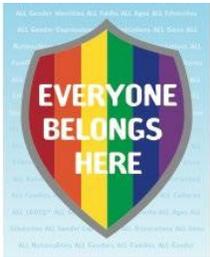
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

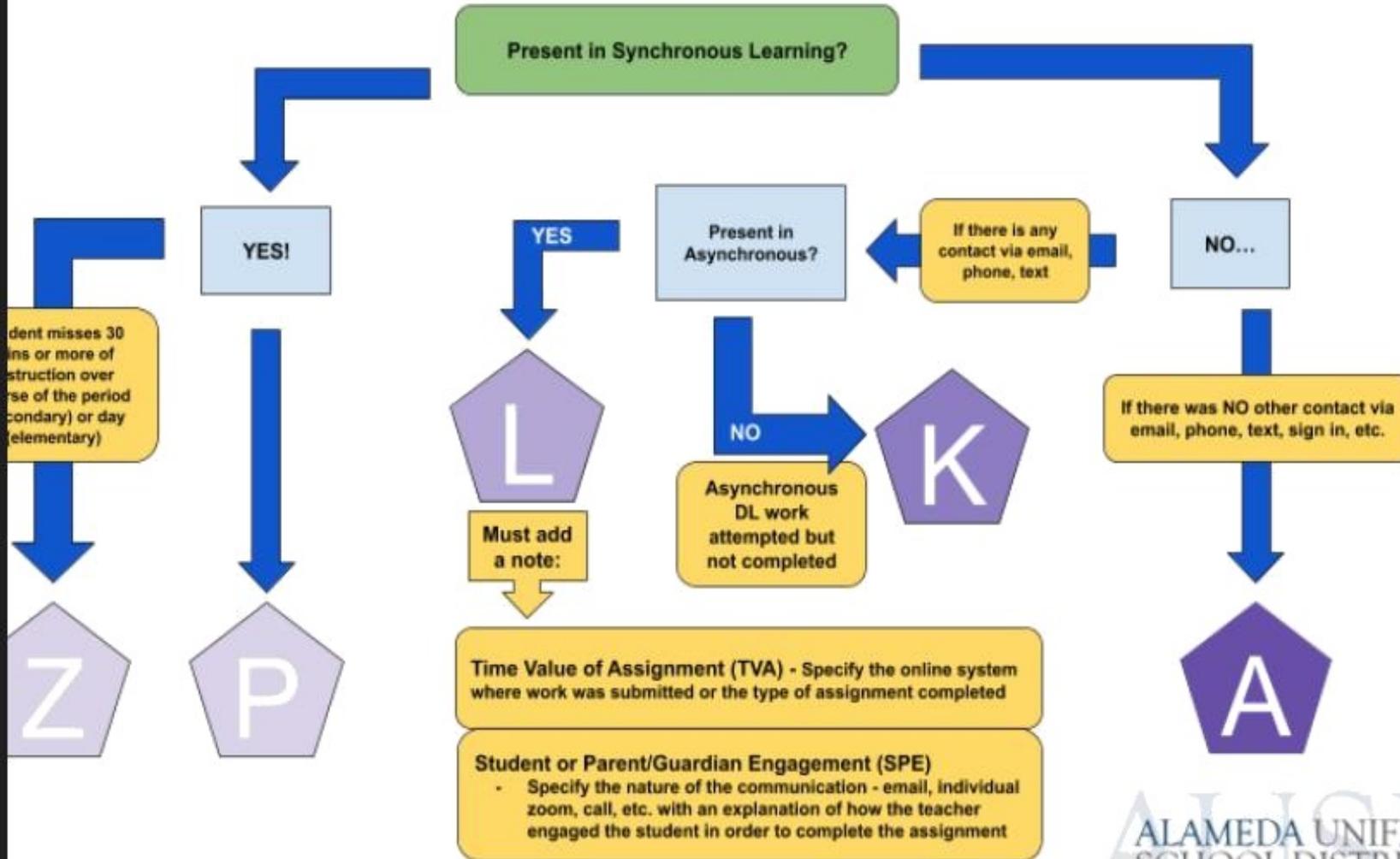
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *important,*
 - *must leave now*
 - *elevator closed*
 - *emergency*
 - *fire*
 - *stairs there*
 - *keep calm*
 - *fire exit*
 - *okay*

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25 School Year

School: Bay Farm School
CDS Code: 01 61119 6110779
District: Alameda Unified School District
Address: 200 Aughinbaugh Way
Alameda, CA 94502
Date of Adoption: 2/28/24
Date of Update: 2/15/24
Date of Review:
- with Staff 2/26/24
- with Law Enforcement
- with Fire Authority

Approved by:

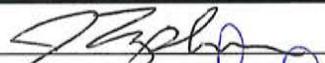
Name	Title	Signature	Date
Jackie Zipkin	Chair - SSC		2/12/25
Katherine Crawford	Principal		2/12/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Bay Farm School, 200 Aughinbaugh Way, Alameda, CA 94502.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Bay Farm School Safety Committee

Katherine Crawford, Principal
Scott Slez, Safety Lead & PE Teacher
Jim Miller, Safety Committee & 2nd Grade Teacher
Rich Mendez, Head Custodian
Chad Gurney, PTSA Liaison

Assessment of School Safety

Current Status of School Crime: There has been no crime reported to law enforcement in the 2023-2024 school year, or to date in the 2024-2025 school year.

Bay Farm Culture Data
Total Enrollment 524
Chronic Absence 5.5%
Average Daily Attendance 96.5%
Suspension Rate 0.4%
Office Discipline Referral Rate 3.5%

California Healthy Kids Survey Data 2023 -2024

5th grade:

80% report there is an antibullying climate
82% (up from 72%) identify Social Emotional Learning (SEL) supports
89% report perceived school safety (up from 84% in 2023)
74% indicated they have caring relationships at school (up from 71% in 2023)
Student perceived safety is above the state average as well as Low Violence Victimization.

7th grade:

90% expressed Perceived Safety at School
95% report No Substance Abuse at School
74% identify having Caring Adult Relationships
37% reported feeling harassed or bullied at school (a decrease from 45% in 2023)
Over 70% of students reported "No Fear of Getting Beaten Up"

SPSA Information: Goal Area 2: If we make use of Culturally Responsive Teaching practices, PBIS Interventions and Supports, and Socioemotional Learning to build inclusion, student independence and positive relationships within and among all students, staff, and families, then students will attend school more consistently which will in turn improve both our overall attendance rate and our chronically absent rate.

This year we have cut our chronic absences rate by 50% from this time last school year.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Here is the PBIS Action Plan to promote campus climate and safety .

<https://docs.google.com/document/d/1iUujZ38blTaogHlxbJclYEaiXRk1UEFx9Zlaq3dZY2l/edit?usp=sharing>

We have a positive and inclusive school climate and culture grounded in PBIS (Positive Behavior Intervention and Support); reteaching behavior expectations in the classroom and through grade level assemblies. Our PBIS work has been recognized with a Gold Award in 2022 and a Platinum award in 2023 & 2024 from the State of California.

Through recent bond measures, gates and fencing have been installed to secure the campus during the instructional day.

Safety Committee Mission: To create a plan so all people on campus know and understand safety procedures from any location on campus and trust the procedures will be followed through with integrity. We have multiple trainings and drill practices throughout the school year. We work in collaboration with the district, local law enforcement and the fire department to continually monitor and improve our safety protocols.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

link to REMS packet

here: <https://alamedaunifiedorg.sharepoint.com/:b:/r/sites/bayfarm/Site%20Annual%20Required%20Docs/BF%20REMS%20Master%20Rev2024%20v1.pdf?csf=1&web=1&e=feCOP8>

Adaptations for Students with Disabilities

Please see attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
6. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Improve Student/Family/Community Involvement

Objectives	Action Steps	Resources	Lead Person	Evaluation
Faculty Involvement - all staff monitor and track minor discipline & give input to schoolwide incentive program	Provide 2-3 additional staff presentations on structure of PBIS/culture & climate and COST systems. Provide bi-yearly surveys to staff on incentive and discipline systems.	Staff Meetings	Culture & Climate Lead	AERIES Data tracking with support from district PBIS lead; Staff Meeting Agendas
Student/Family/Community Involvement	Publish yearly calendar of Events Have a weekly PBIS section in the Community Newsletter (assign to PBIS committee member) Provide opportunity for MS to operate the stations in Hour of Play	PBIS Meetings, Site Newsletter (The Wave)	C&C Lead & Principal	Culture & Climate Meeting Agendas, The Wave Newsletter
Ability for teachers to request assistance for struggling students	More training needed on supports available through COST, and train/offer time for entering referrals into Aeries.	Staff Meetings	Intervention Lead	Staff Meeting Agendas
Tier 2 Critical Features	Formalize robust pre and post assessment structure for all T2 groups	COST Team and adopted intervention programs	Instructional Coach / Intervention Lead	Intervention Tracking Spreadsheet
Professional Development around Behavior	The Special Education team, counselor, behaviorist, Intervention Lead participate in training around basic behavior theory. Toolbox has provided additional resources.	CPI Training; Toolbox Program	Site Behaviorist	Certification of training
Increase Implementation of Toolbox	Create and implement timeline for teaching. Done	Toolbox Manual	C&C Leads	Training Timeline Review;

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase Culturally & Linguistically Responsive Practices	Book Study & Professional Development	Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd Edition) PD Provided by AUSD Office of Equity	Principal and Instructional Coach	Class Walkthroughs and CHKS Staff Feedback Forms from PD Sessions
Increase Student sense of safety and belonging on campus	Launch the district supported Rainbow Club (done) Provide in class community circles and lessons focused on SEL Partner with district staff & Alameda Family Services to provide toolbox lessons at 3 target grade levels.	Rainbow Club Guidelines Toolbox Manual Alameda Family Services Expertise	Principal	CHKS, Observation and affect on referrals (MDD's - Minor Discipline Data)

Component:

Component II: Physical Environment

Element:

Updated yearly in coordination with district office, APD & AFD.

Opportunity for Improvement:

Goal: Secure campus that allows for safe egress when needed

Objectives	Action Steps	Resources	Lead Person	Evaluation
Secure physical campus during the school day	Refine Gate locking and unlocking timing and procedures	MOF	Principal & Head Custodian	Drills and security alerts
Improve ability to leave campus safely in an ALICE response	Change gate so that campus can be exited safely throughout school day	MOF	Principal & Office Manager	Completion of project
Entire Campus Rekeyed	Install "Columbine" Locks on all classroom doors	MOF	MOF	Completion of Project

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Bay Farm School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

Bay Farm PBIS Staff Handbook:

https://docs.google.com/presentation/d/1J7PM3NNFJ98IH4_GsrxHtyJwsNloY8kE7ZVEWIS0zw/edit?usp=sharing

AUSD District Student Conduct Policy

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Prohibited student conduct includes but is not limited to:

- (1) Conduct that endangers students, staff, or others
- (2) Conduct that disrupts the orderly classroom or school environment
- (3) Harassment of students or staff (such as bullying, cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering) in accordance with the section entitled "Bullying/Cyberbullying" below

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

- (1) Damage to or theft of property belonging to students, staff, or the district
 - (2) Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose
- Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school related purpose.

- (1) Use of profane, vulgar, or abusive language
- (2) Plagiarism or dishonesty in schoolwork or on tests
- (3) Inappropriate attire
- (4) Tardiness or unexcused absence from school
- (5) Failure to remain on school premises in accordance with school rules
- (6) Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including but not limited to suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline for any off-campus conduct during non-school hours which 1) poses a threat or danger to the safety of students, staff, or district property or 2) substantially disrupts the educational program of the district or any other district in accordance with law, Board policy, or administrative regulation.

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

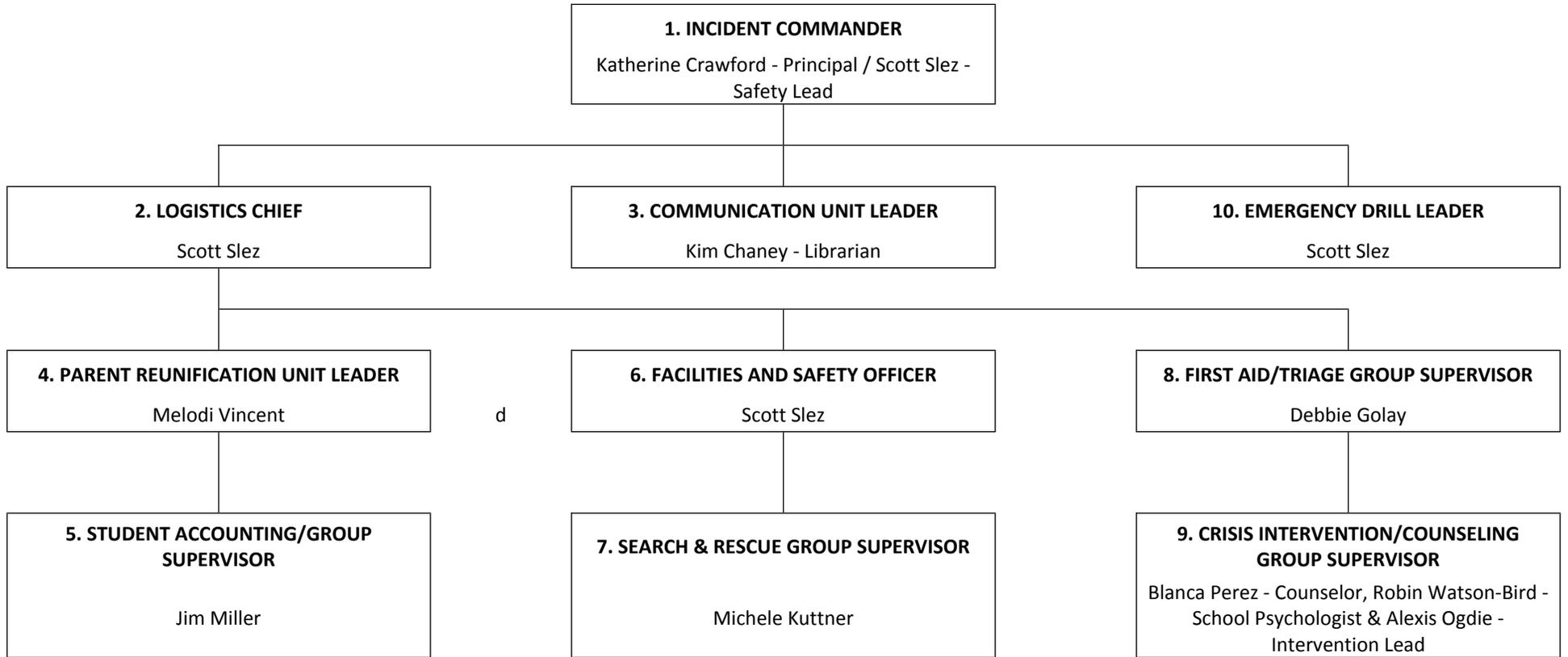
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	8/26/2024 3:05PM	Emergency response training with all staff; library
Safety Committee Meeting (School Staff Team)	9/4/2024 7:30AM	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Safety Committee Meeting (Site & PTSA Teams)	10/26/24 8:45AM	Bay Farm Conference Room - review recommendations
Faculty Meeting	10/7/24 3:05PM	Review of REMS roles and responsibilities; Library
Safety Committee Meeting (Site & PTSA Teams)	1/8/25 8:30AM am	PTSA Safety Committee Meeting - Follow up: Principal Office
Public Hearing	10/7/24 8:45AMam	Open Safety plan review with community; Quad
School Site Council Meeting - overview of Comp School Safety Plan and process throughout the year.	2/11/25 3:30pm	SSC Agenda - https://docs.google.com/document/d/1kChA3AKO6Ugc0GpMskEANIp-XzLaPzTxUMBt_R-40E/edit?usp=drive_link On TEAMS
School Site Council Meeting - approval of CSSP	2/11/25 3:30pm	SSC Agenda - https://docs.google.com/document/d/1kChA3AKO6Ugc0GpMskEANIp-XzLaPzTxUMBt_R-40E/edit?usp=drive_link On TEAMS

Bay Farm School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Katherine Crawford 510-326-6550

Scott Slez

Incident Commander:

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief:

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader:

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor:

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor:

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor:

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor:

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer:

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in I?????yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Tillman Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.

- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
 "I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the MPR.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

It is essential that students and staff remain aware of the following basic actions:

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.

- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-Medx72 Inset Disaccor-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

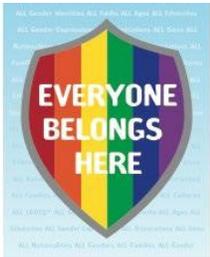
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student’s record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

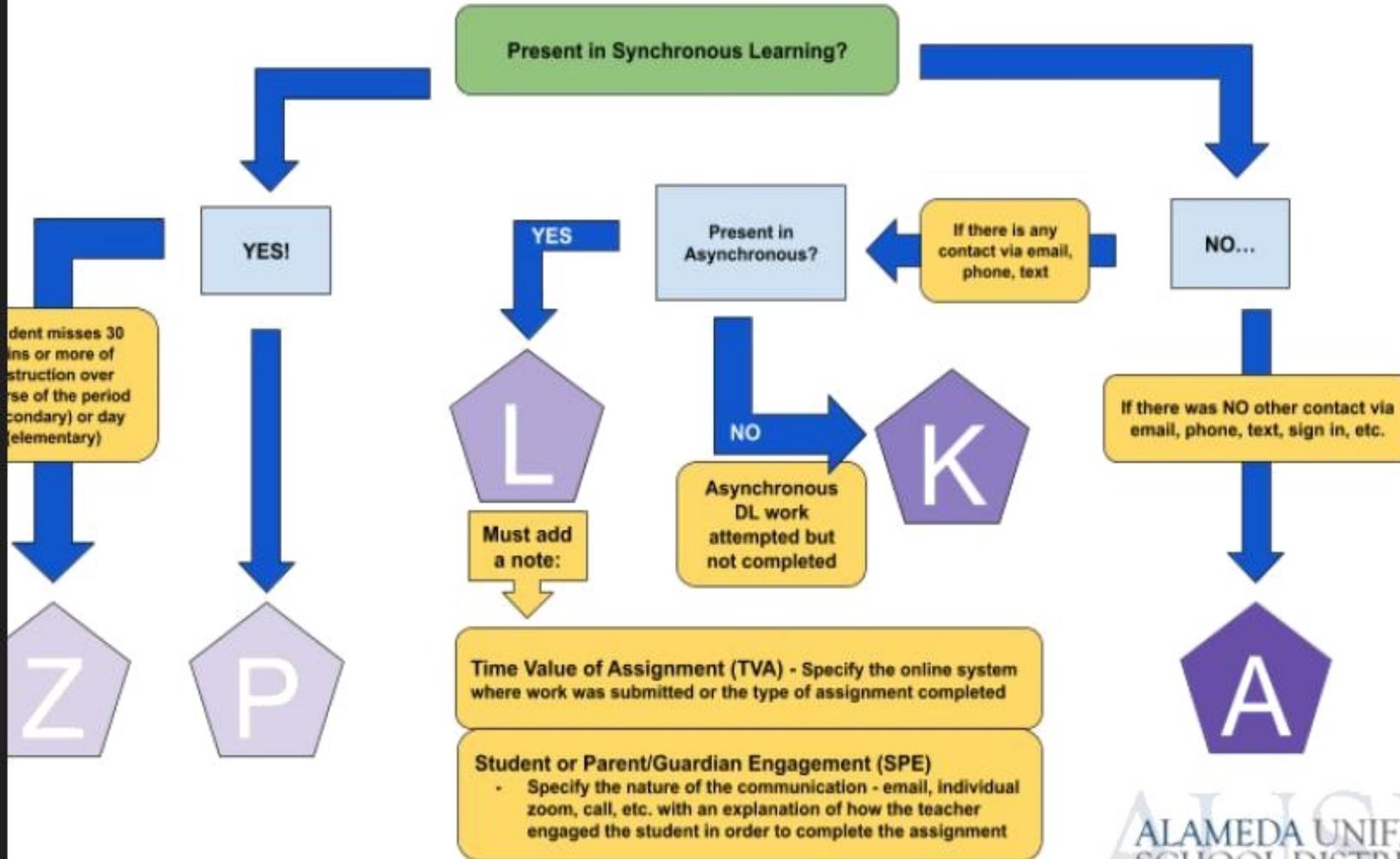
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

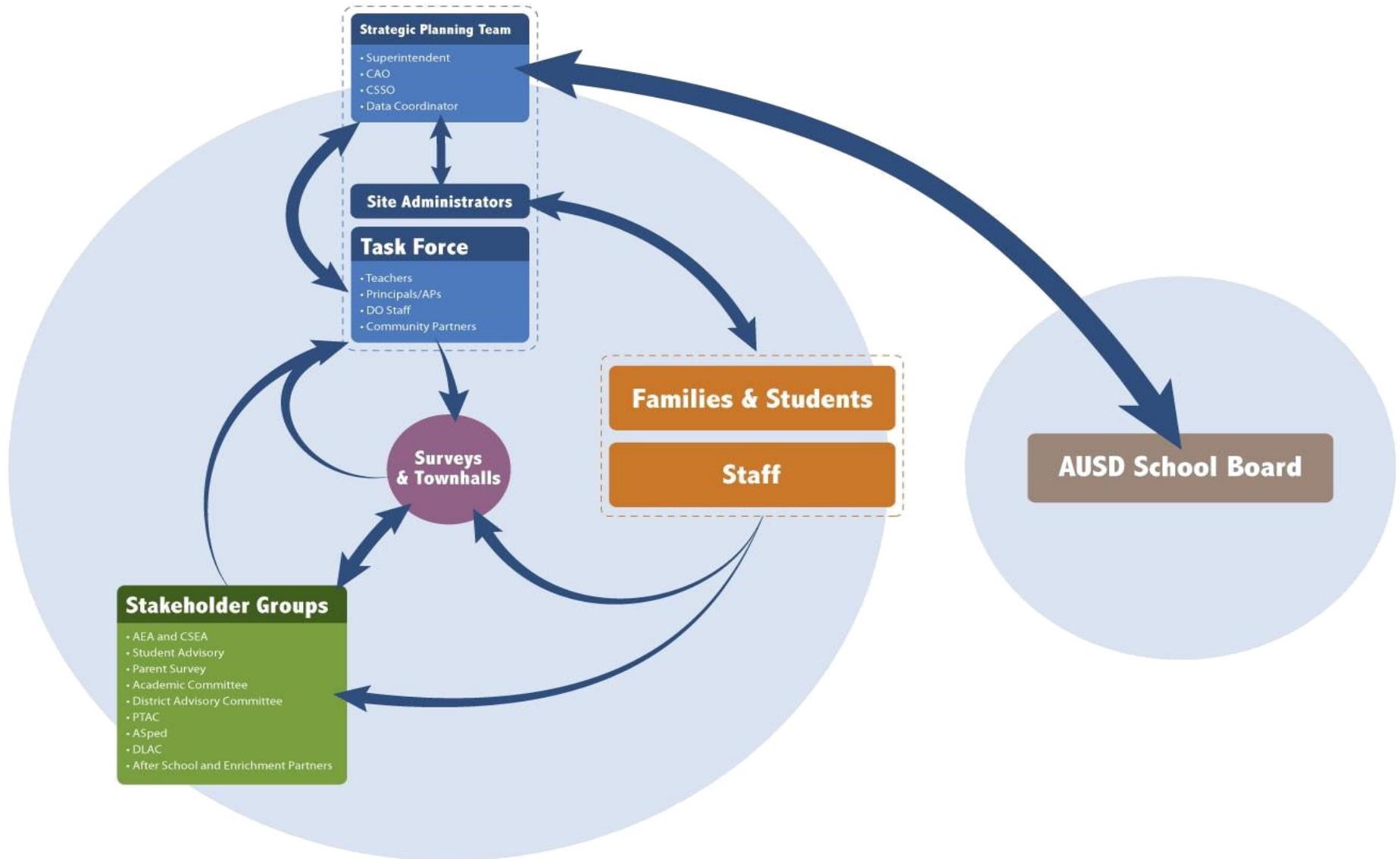


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

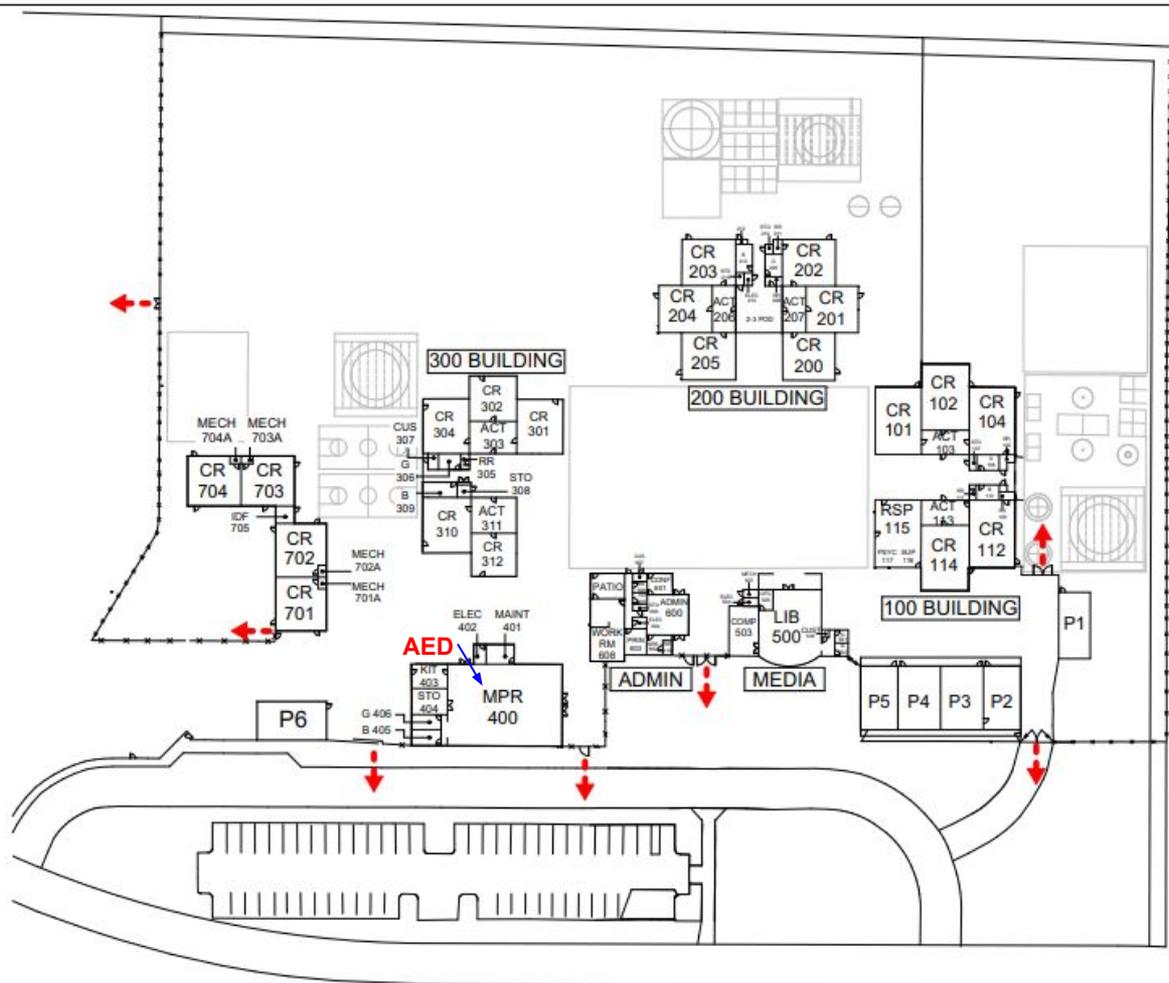
	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design

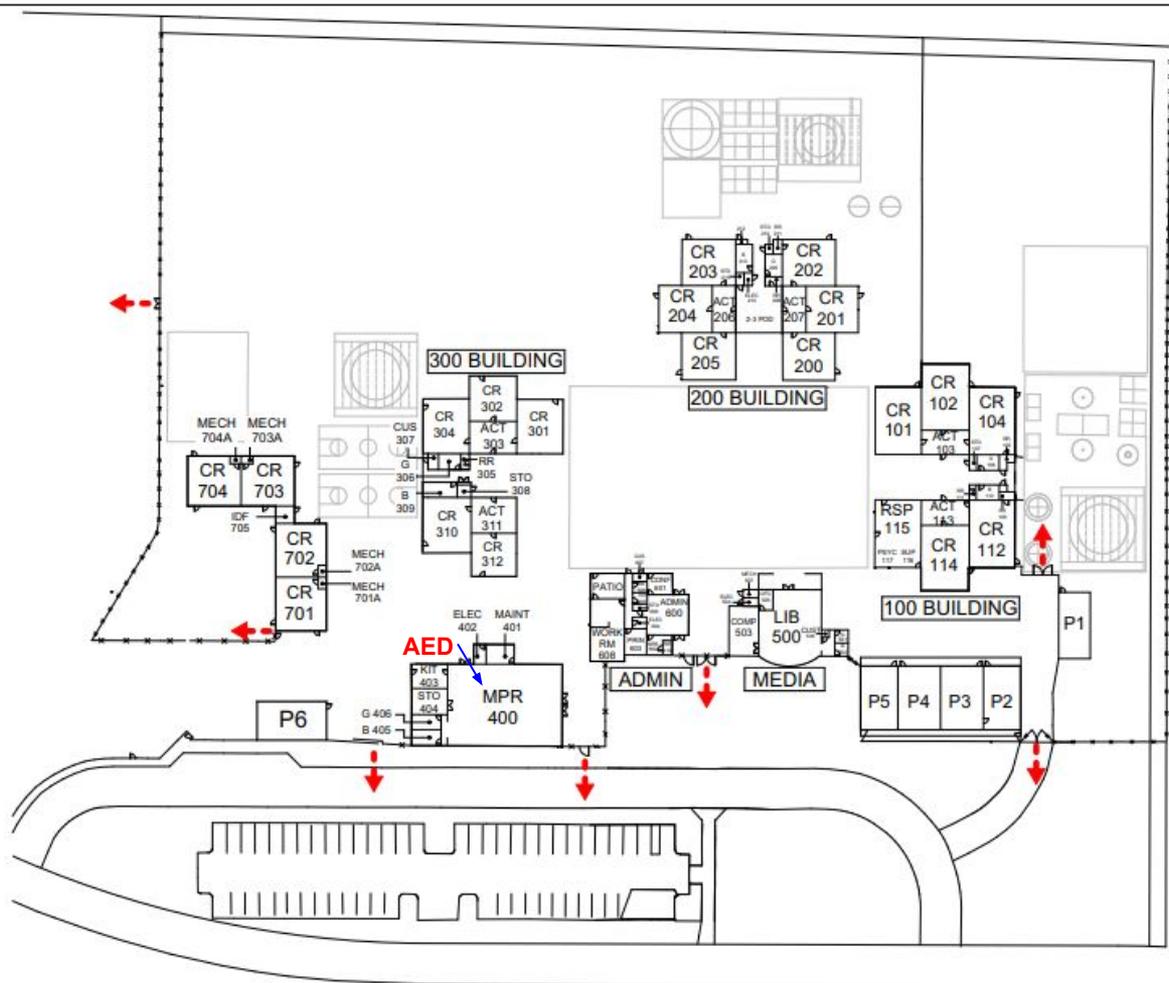


Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins



AUGHINBAUGH WAY



AUGHINBAUGH WAY

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

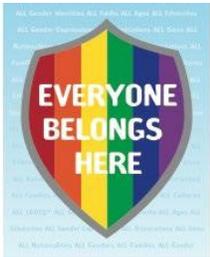
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

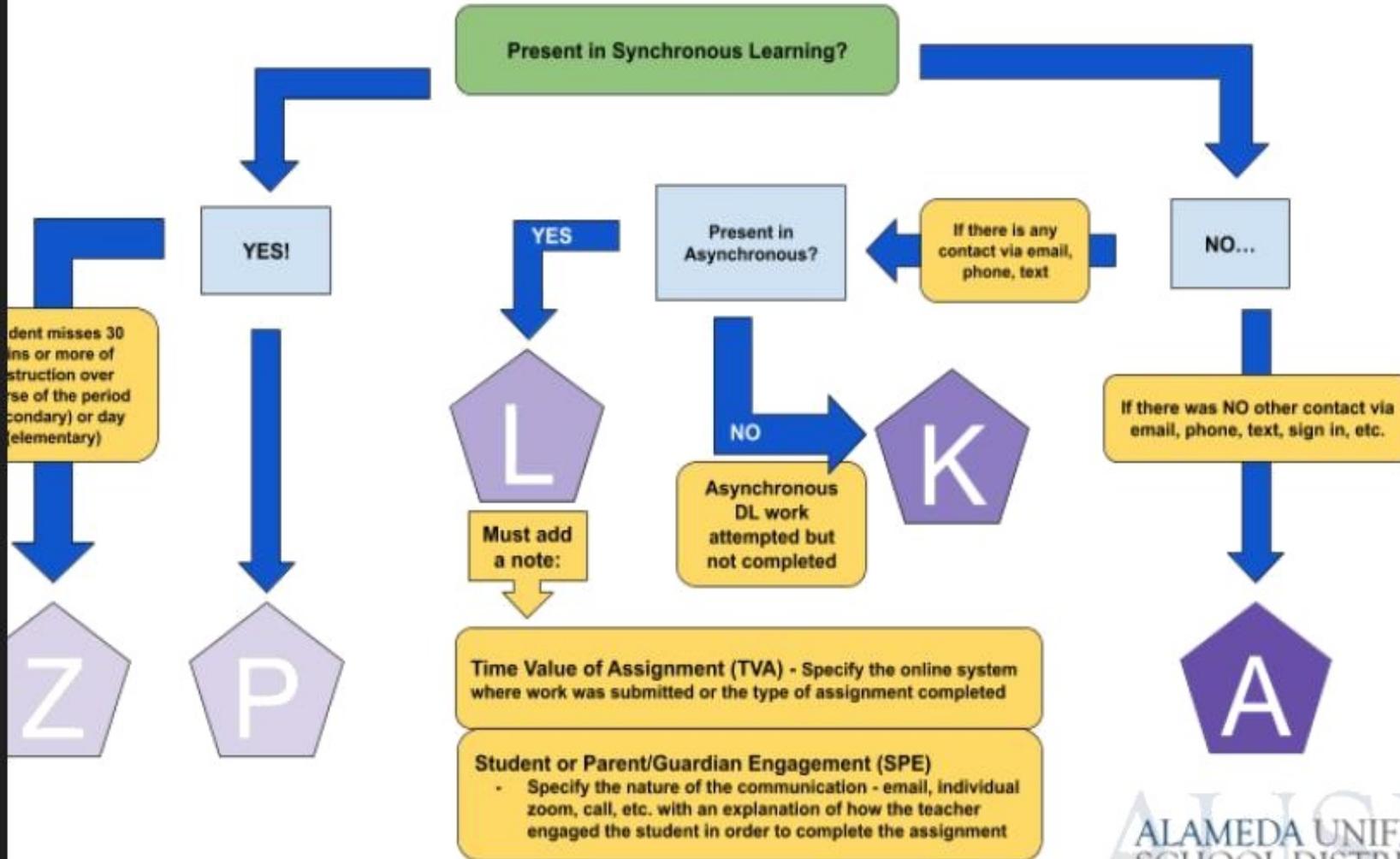
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *important,*
 - *must leave now*
 - *elevator closed*
 - *emergency*
 - *fire*
 - *stairs there*
 - *keep calm*
 - *fire exit*
 - *okay*

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
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*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

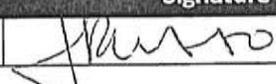
ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25
School Year

School: Amelia Earhart Elementary School
CDS Code: 01611196100374
District: Alameda Unified School District
Address: 400 Packet Landing Road
Alameda
Date of Adoption:
Date of Update: 2/28/25
Date of Review:
- with Staff 3/3/25
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Jennifer Russo	SSC		2/28/25

Bryan Dunn-Roiz Principal



3/1/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at School Main Office.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Amelia Earhart Elementary School Safety Committee

Bryan Dunn-Ruiz

Jennifer Nelson

Nick Wolfe

Susan Bonino

Assessment of School Safety

Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Insert Aeries data here.

Earhart experiences very little crime on campus or in the surrounding area. We recently experienced a "stranger" entering campus after school hours and made appropriate changes by ensuring all gates are locked after students are dismissed. At the beginning of the school year we also experienced the theft of two bicycles left in our bike area after school hours. Principal messaged the school and encouraged all bike riders to lock their bikes on a daily basis.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Provide emotional and physical safety for all students using PBIS and periodic drills and review of safety procedures

We continue to implement PBIS (SOAR at Earhart), Toolbox (SEL Curriculum) at our bi-weekly Friday Assemblies as well as via student council members reminding students and staff via bi-weekly presentations over the loud speaker system. Our COST team meets regularly to ensure students' social, emotional, and academic well-being are monitored and supported as needed. Teachers in grades 3-5 administer the AUSD Wellness Survey and teacher and admin follow up on students who are identified as needing extra support. The Safety Team reviewed the emergency container and all items and supplies are up to date. In addition to regular safety drills, the Safety Team is also working on revising and updating emergency procedures.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
 - Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
- With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

We have had an uptick in use of racial and homophobic language and are working on proactive ways to interrupt this.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Share revised PBIS Behavior Matrix and teach students (and staff) about the matrix	PBIS created and is sharing the new matrix with students (and staff)	PBIS Matrix	PBIS Lead - Raines Taylor	Ongoing monitoring of systems with Principal and Culture & Climate Team
Interrupt racist and homophobic language.	Continue to track racist and homophobic language.	Office of Equity	Principal - Bryan Dunn-Ruiz	Aeries and Laserfiche Data Review

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Provide assessment of safety for fire escape routes

Objectives	Action Steps	Resources	Lead Person	Evaluation
Review and assess fire escape routes	Physical review of fire escape routes	MOF / Administration	Principal - Bryan Dunn-Ruiz	Ongoing review of safety routes during fire drills

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Amelia Earhart Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

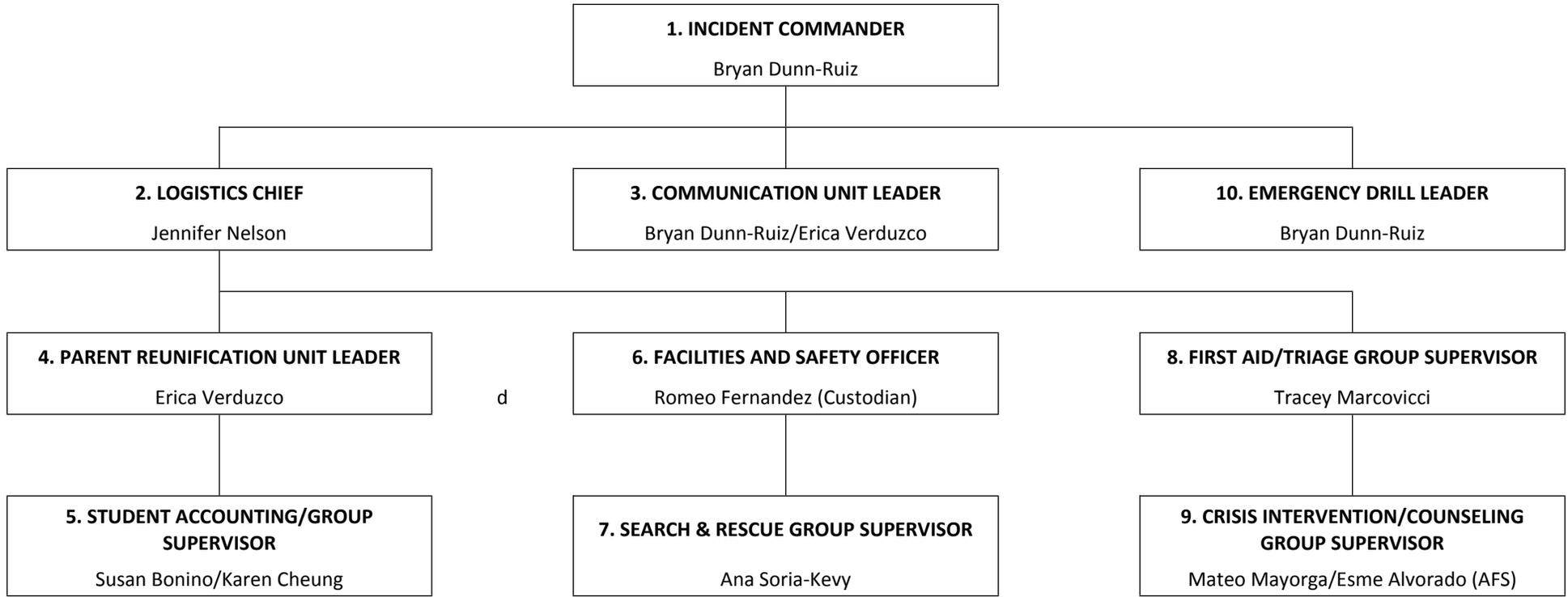
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	1/13/25	Emergency response training with all staff
Safety Committee Meeting	2/28/25	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	3/3/25	Safety Committee share out
Safety Committee Meeting		Table top drill and training planning
Faculty Meeting		Review of REMS roles and responsibilities
Safety Committee Meeting		Update Safety plan with revisions
Public Hearing		Safety plan review with community
School Community Meeting	2/28/25	SSC approval of plan

Amelia Earhart Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall: Romeo Fernandez

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Matt Huxley

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Susan Bonino

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys

- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Matt Huxley

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Susan Bonino Solis

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Karen Cheung

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Raines Taylor

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Erica Veruzco

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students

- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Melissa Saunders

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Romeo Fernandez

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Nick Wolf

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.
Help with wounded.
Keep Check Out Station informed.
Request additional help (ambulances, etc.) through Check Out Station.
Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate.

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal’s office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
 "I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

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The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-Medx72-Header-Disaccor-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

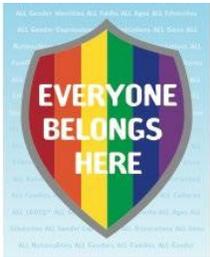
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

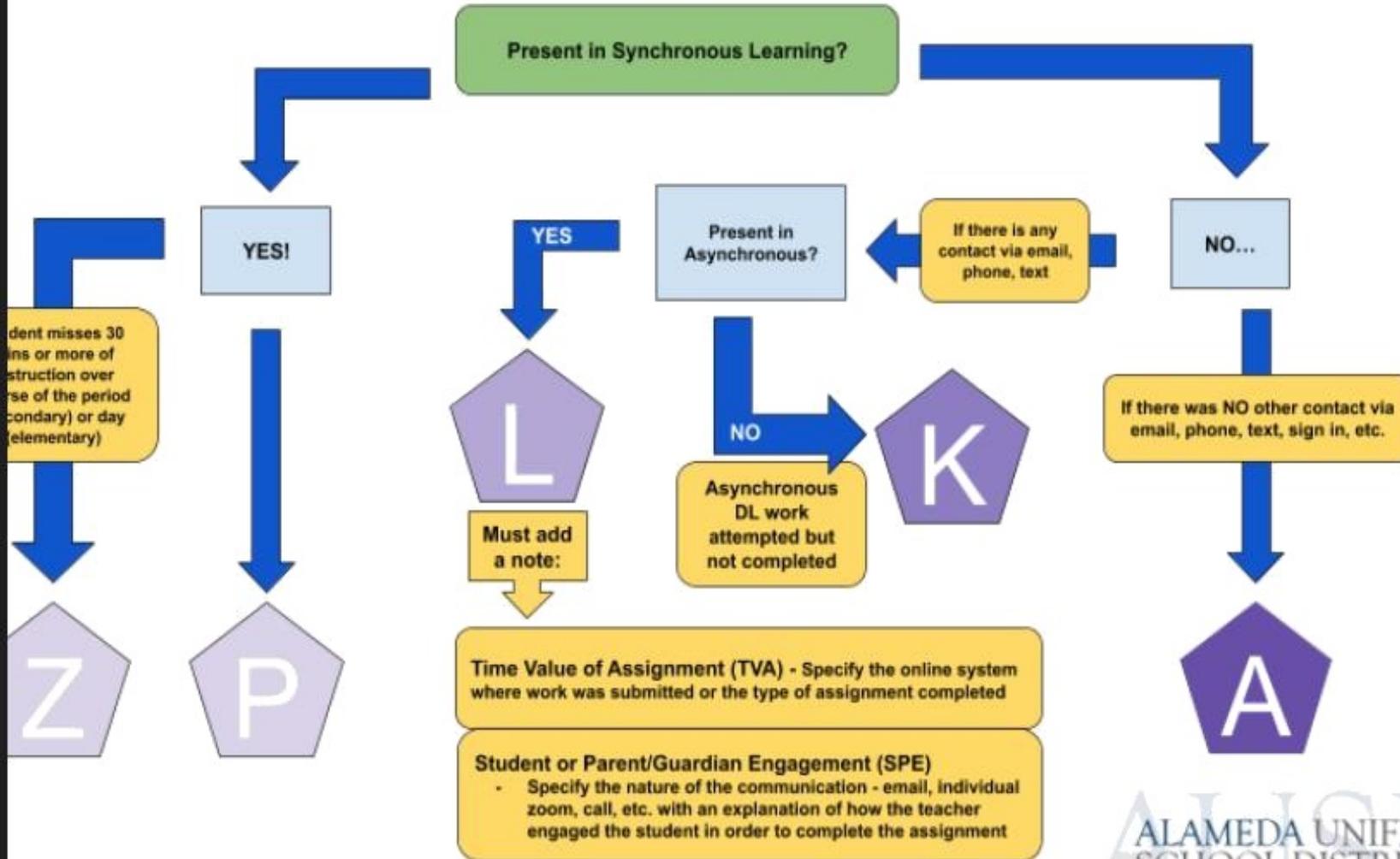
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

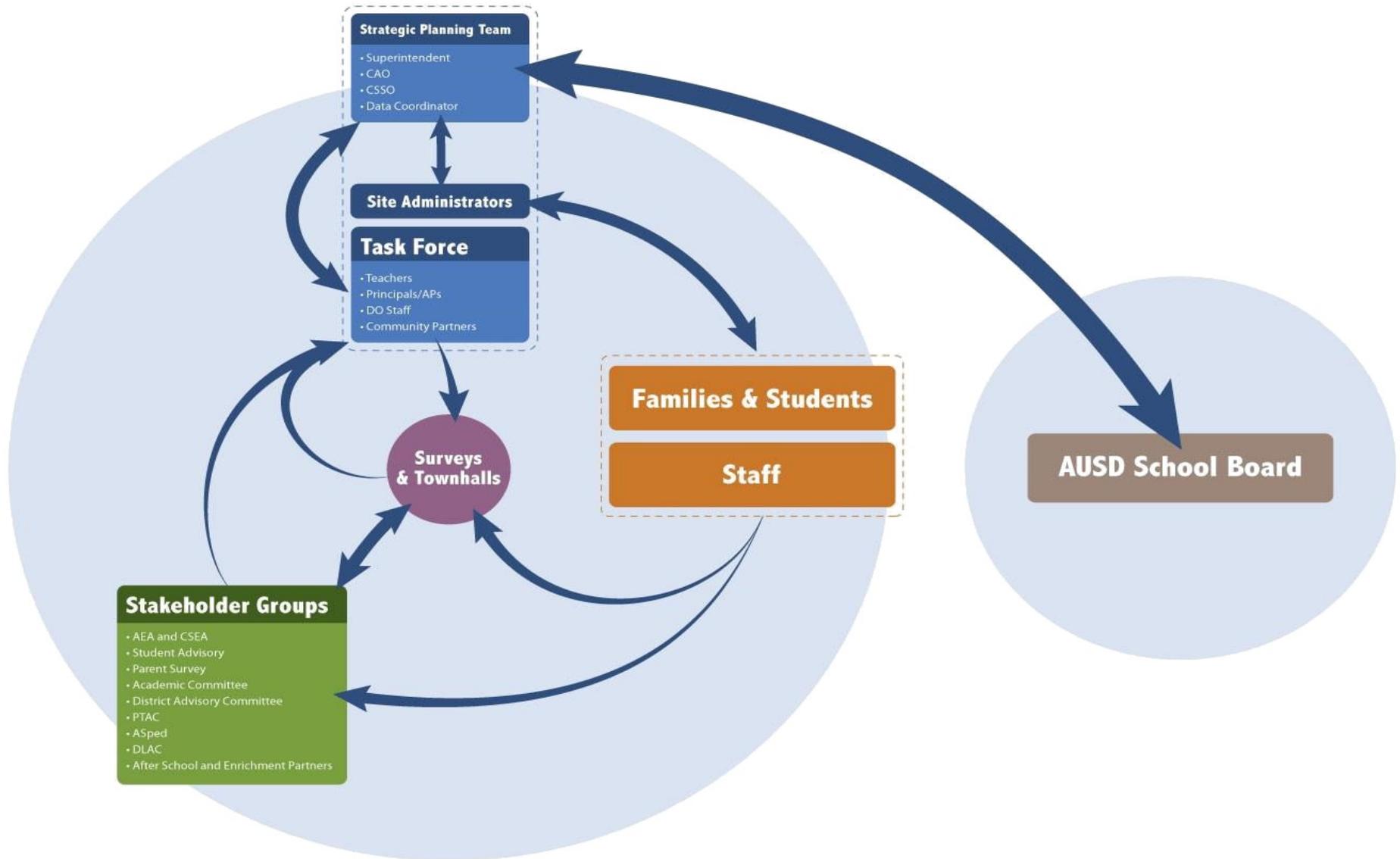


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

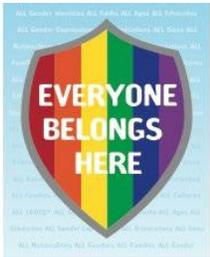
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

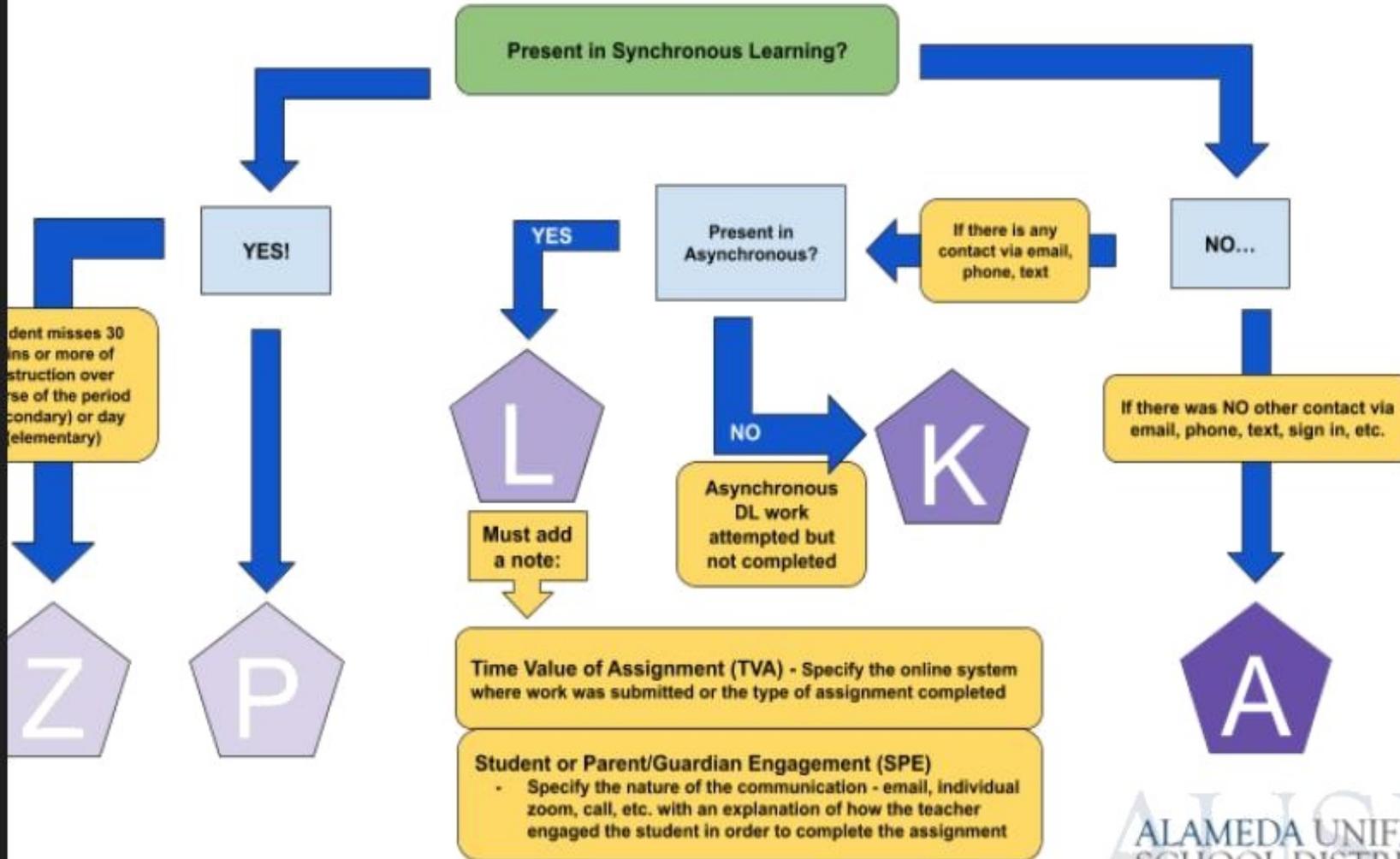
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

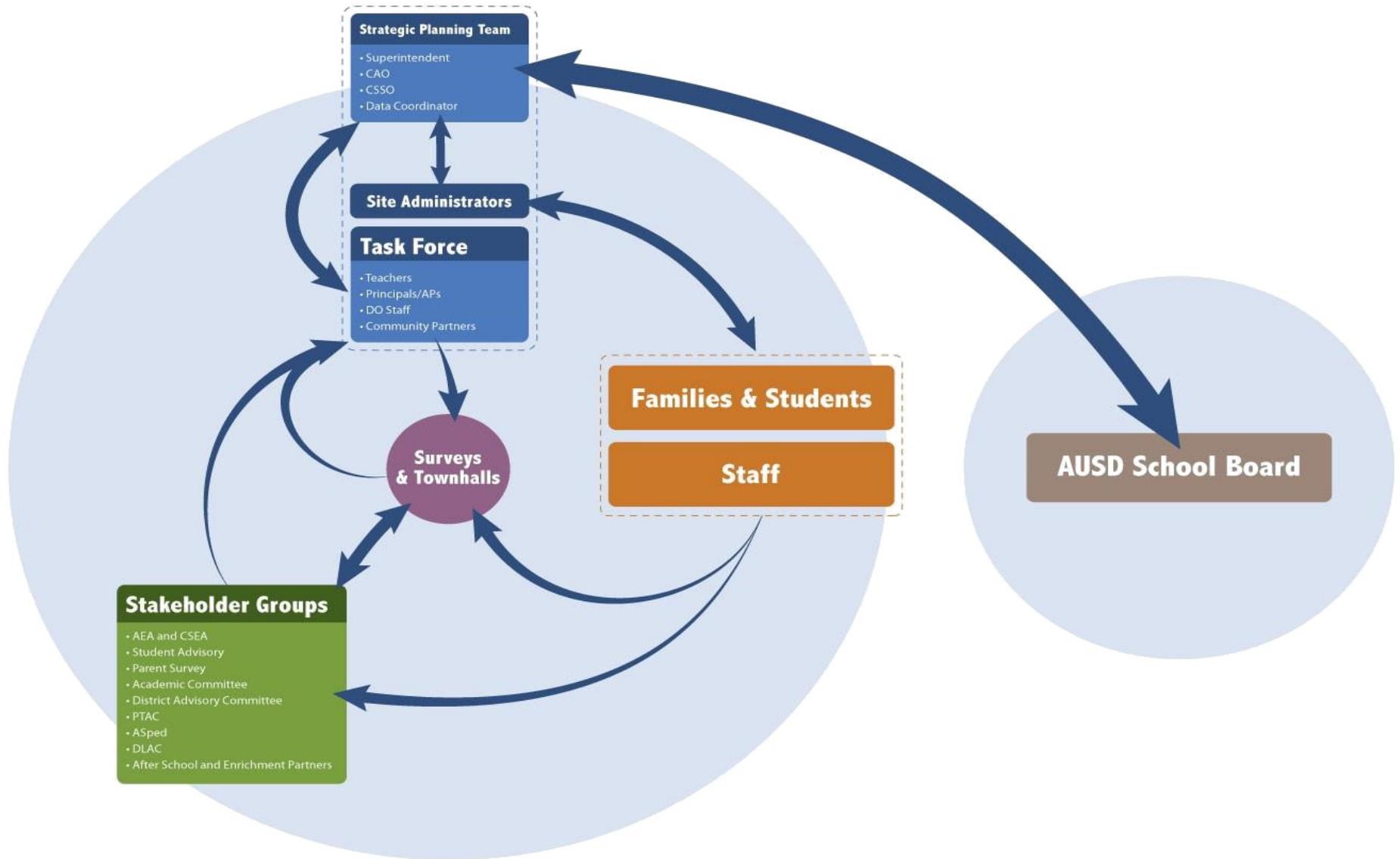


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *important,*
 - *must leave now*
 - *elevator closed*
 - *emergency*
 - *fire*
 - *stairs there*
 - *keep calm*
 - *fire exit*
 - *okay*

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle numberSheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

**2024-25
School Year**

School: Edison Elementary School
CDS Code: 01611196090013
District: Alameda Unified School District
Address: 2700 Buena Vista Ave.
Alameda, CA 94501
Date of Adoption: 2/11/25
Date of Update: 1/25/25
Date of Review:
- with Staff 2/10/25
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Greg Sahakian	Principal		2/11/25
Emily Kuhlmann	School Site Council President		2/21/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Edison School Office.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Edison Elementary School Safety Committee

Greg Sahakian, Principal

Beth Clifford, Teacher

Mary Lee, Teacher

Assessment of School Safety

No incidents of crime committed. 2024-25 Student Discipline behavior summary, as of 1/31/25: 27 incidents of Assertive Discipline, 23 incidents of (low level) Discipline, 0 incidents of Suspension. Year to Date attendance rate: 95.5% schoolwide. Counseling referrals: 12 students.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

PBIS Program Components (Focus Areas based on 2023-24 Edison School PBIS Action Plan):

Classroom Procedures - All classrooms have schoolwide expectations posted in a visible location.

Faculty Involvement - Staff shown PBIS data at least quarterly, staff provides feedback on incentive systems and discipline systems.

Data-based Decision Making - The PBIS team can show evidence of making adjustments to teaching plans or reinforcement systems because of data trends.

Fidelity Data - PBIS team reviews the TFI data multiple times and uses it to inform their action plan.

Annual Evaluation - PBIS team documents their fidelity of Tier 1 implementation and shares with staff, community/parent stakeholders.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions:

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses:

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court:

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions:

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment:

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer:

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training:

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications:

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures:

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel:

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms:

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES:

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Schoolwide implementation of Positive Behavior Intervention and Support (PBIS) program, to provide positive reinforcement of expectations for students:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teach and reinforce PBIS expectations	PBIS Kickoff (August) and Reboot (January) - teaching of student expectations in various areas of school	PBIS Successtour Expectations (in PBIS Handbook)	Kate Flanagan - PBIS Lead	Tiered Fidelity Inventory Student Discipline, Assertive Discipline and Suspension Data Otter Card positive reinforcement data
Student Incentive to follow expectations	<p>Otter Card Chart reward program: Otter cards, Class Otter Card Charts, with school wide goal for Otter Card Charts.</p> <p>Reward examples:</p> <ul style="list-style-type: none"> • Classroom recognitions for Otter Card Charts • Community Meeting recognitions (Raffle for GL Otter Card Awards) • Hour of Play as schoolwide recognition 	Otter cards, charts, awards, Hour of Play game equipment, Hour of Play schedule	Kate Flanagan - PBIS Lead	Tiered Fidelity Inventory Student Discipline, Assertive Discipline and Suspension Data Otter Card positive reinforcement data
Schoolwide events to promote school community:	Bi-Monthly Community Meetings Buddy Class time Field Day/Hour of Play Readathon Walk & Roll events	<p>Equipment and materials for Community Meeting (Speaker, microphone, flag, awards).</p> <p>Equipment and materials for Field Day (Speaker, microphone, game supplies)</p> <p>Equipment and materials for Readathon (supported by PTA)</p> <p>Equipment and materials for Walk and Roll events(supported by Safe Routes to School program and PTA)</p>	Kate Flanagan - PBIS Lead Greg Sahakian - Principal	Tiered Fidelity Inventory Student Discipline, Assertive Discipline and Suspension Data Otter Card positive reinforcement data

Objectives	Action Steps	Resources	Lead Person	Evaluation
Socioemotional Learning Program - Toolbox	Reboot training and implementation of the Toolbox Socioemotional Learning Curriculum for staff, students and families. Schoolwide plan to teach tools at start of year, including presenting tools at Community Meetings Family "Kickoff" and monthly communications, to reinforce use of strategies at home Recognition through Otter Card reinforcement system Parent Toolbox/SEL Info Night	Toolbox manuals for teachers, copies of materials (including "Tools" for students), Toolbox lanyards for staff.	Greg Sahakian - Principal	Tiered Fidelity Inventory Student Discipline, Assertive Discipline and Suspension Data Otter Card positive reinforcement data
Socioemotional Learning Program - Soul Shoppe Peacemakers (conflict managers)	Training of Student Peacemakers (6 hour program) Schedule students for recess duties Monthly meetings for Peacemakers to review past month, make improvements.	Soul Shoppe Peacemaker Manual Peacemakers supplies (Clipboards, Peace Keys, Peace Path) Copies of initial and monthly training materials, including folders for students.	Greg Sahakian - Principal	Tiered Fidelity Inventory Student Discipline, Assertive Discipline and Suspension Data Otter Card positive reinforcement data
Coordinated Services Team (COST)	Reading and Math academic Intervention programs Behavioral and Socioemotional support for students through interventions, including counseling referrals (Alameda Family Services), Check-In/Check-out, Girls Empowerment Mentoring and Support (GEMS, through Girls' Inc.)	Reading and Math Intervention curriculum Use of Behavioral supports	Amanda Simons - Intervention Lead Teacher	Tiered Fidelity Inventory

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Improve safety of students and families to and from school

Objectives	Action Steps	Resources	Lead Person	Evaluation
Establish Safe Ingress and Egress from School	PBIS expectations reviewed and enforced with students	PBIS Expectations review materials (signs), rewards system (Otter Cards)	Kate Flanagan - PBIS Coordinator	Visual survey of adherence to safety procedures when coming and going to school
	PTA volunteer group to support vehicle drop-off and pick-up	Vests, signs, sashes		
		Copies of training materials		

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Edison Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL:

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints:

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

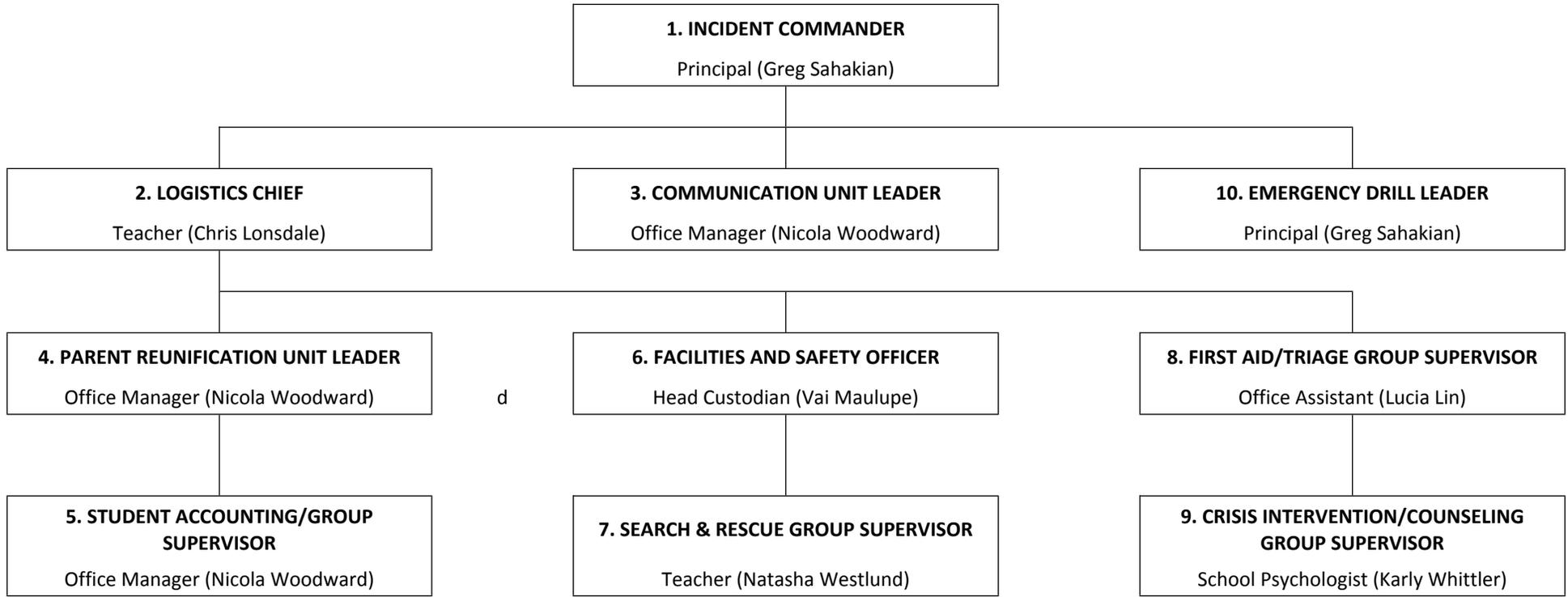
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	
	RED CROSS	510-814-4200	
	SHERIFF'S OFFICE Non-Emergency	510-351-2020	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting		Emergency response training with all staff
Safety Committee Meeting		Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting		Safety Committee share out
Safety Committee Meeting		Table top drill and training planning
Faculty Meeting		Review of REMS roles and responsibilities
Safety Committee Meeting		Update Safety plan with revisions
Public Hearing		Safety plan review with community
School Community Meeting		SSC approval of plan

Edison Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY

COMMAND POST PERSONNEL AND DUTIES:

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

A. Report immediately to the Command Post with:

1. Master keys
2. Current roster of students and staff
3. Emergency forms and documents
4. Office supplies to assist unit leads

B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

A. Team up with other personnel as a member of a Site Emergency Team, otherwise:

B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.

B. Check the site completely for:

1. Fire and electrical hazards
2. Chemical hazards (Chlorine storage)
3. Other hazards

C. Notify Site Manager of hazards and services needed

D. Barricade hazardous areas using whatever materials handy

E. When site is secure, report to the Command Post for direction

F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

A. Respond immediately to emergency signals requiring specific actions and check in on Share911

B. If signal is one to Leave Building, know if signal is for:

1. Fire evacuation
2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Greg Sahakian 415-350-0883
Logistics Chief: Chris Lonsdale 510-418-7356
Communication Unit Leader: Nicci Woodward 415-812-5950
Parent Reunification Unit Leader: Nicci Woodward 415-812-5950
Student Accounting/Group Supervisor: Nicci Woodward 415-812-5950
Search & Rescue Group Supervisor: Natasha Westlund 619-709-0333
First Aid/Triage Group Supervisor: Lucia Lin 510-502-9286

Crisis Intervention/ Counseling Group Supervisor: Karly Whittler 609-733-4724

Facilities and Safety Officer: Vai Maulupe 510-990-1759 (custodian cell) 510-861-5416 (personal cell)

Emergency Drill Leader: Greg Sahakian 415-350-0883

Incident Commander:

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief:

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader:

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor:

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor:

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor:

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor:

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer:

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack. Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).
Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by Natasha Westlund (Operations)

Jen Howell
Sarah Hinds
Mary Lee
Regina delRosario

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).
Organize supplies and treatment area.
Help with wounded.
Keep Check Out Station informed.
Request additional help (ambulances, etc.) through Check Out Station.
Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

Lucia Lin

TRIAGE

Kate Fayngersh

RECORDER

Jane Shiber
Rahmh Mohammad

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT:

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

ANIMAL DISTURBANCE:

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

ARMED ASSAULT ON CAMPUS:

Follow A.L.I.C.E Procedures

Biological or Chemical Release

BIOLOGICAL OR CHEMICAL SPILL:

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.

- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

BOMB THREAT/THREAT OF VIOLENCE:

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.

- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS:

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 1. Disturbing the Peace
 2. Trespassing
 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

EARTHQUAKE:

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION:

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

FIRE IN SURROUNDING AREA:

Follow Shelter In Place procedures

Fire on School Grounds

FIRE ON SCHOOL GROUNDS:

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION :

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

FLOODING:

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE:

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

MOTOR VEHICLE CRASH:

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

PSYCHOLOGICAL TRAUMA:

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See attachment

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

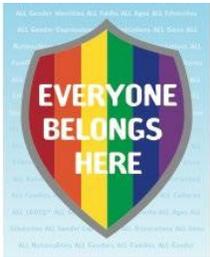
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student’s record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

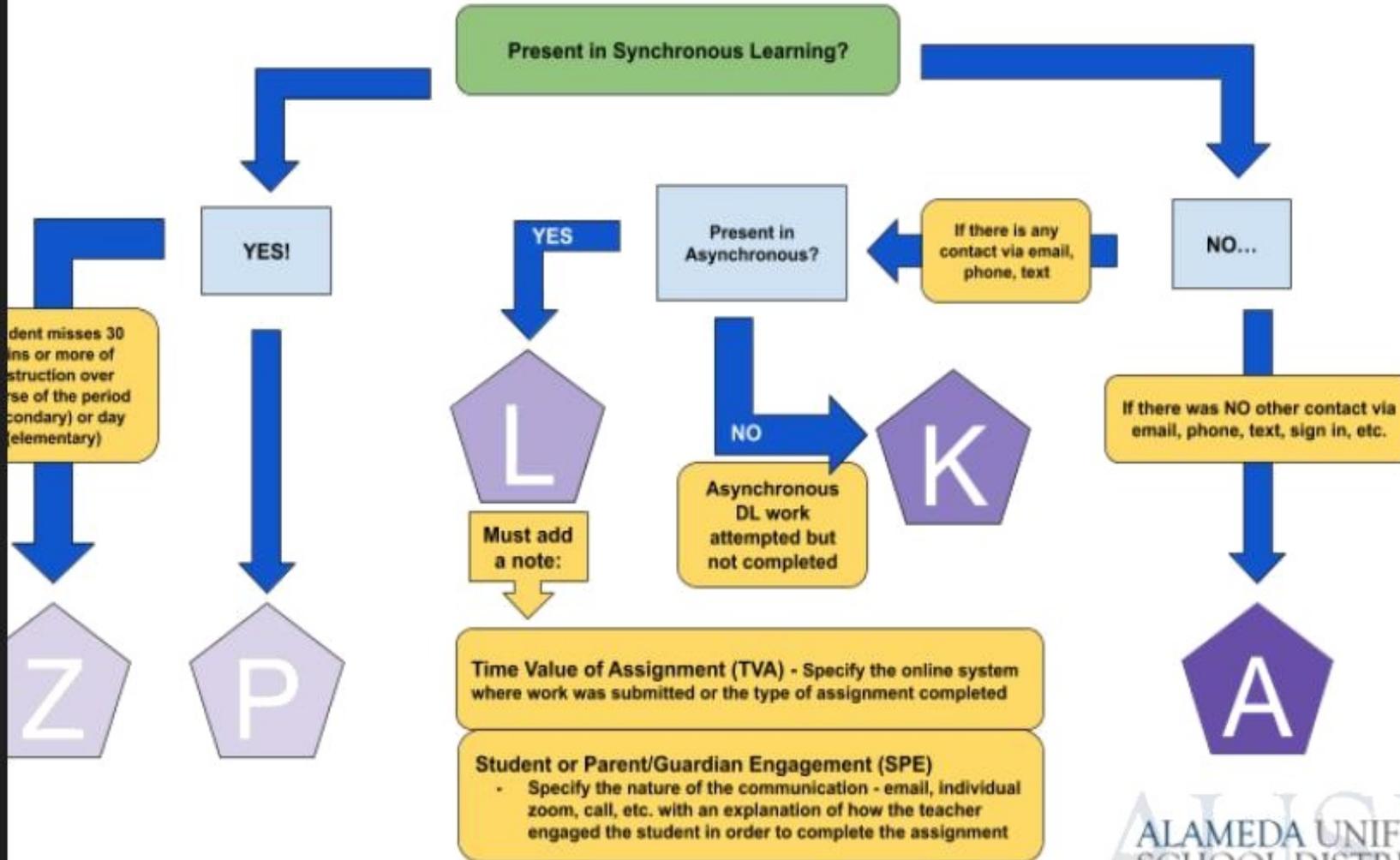
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

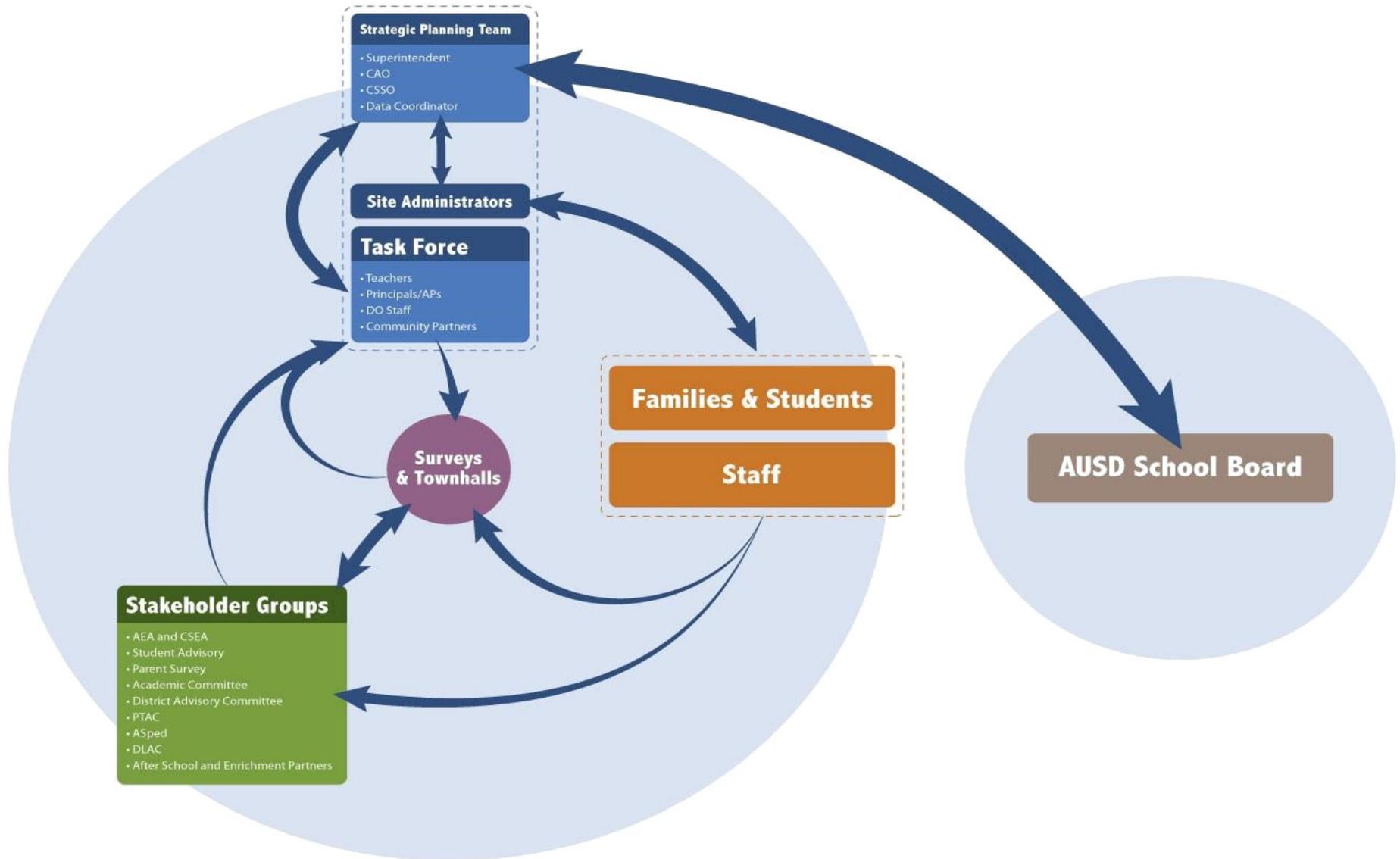


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<ul style="list-style-type: none"> June 9 June 23 July 17 July 22 August 5 August 25

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD's nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD's LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President
Gary Lym, Clerk
Gray Davis, Trustee
Ardella Daily, Trustee
Gray Davis, Trustee
Will Lau, Student Board Member
Brian Lin, Student Board Member
Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President
DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

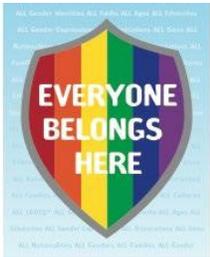
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

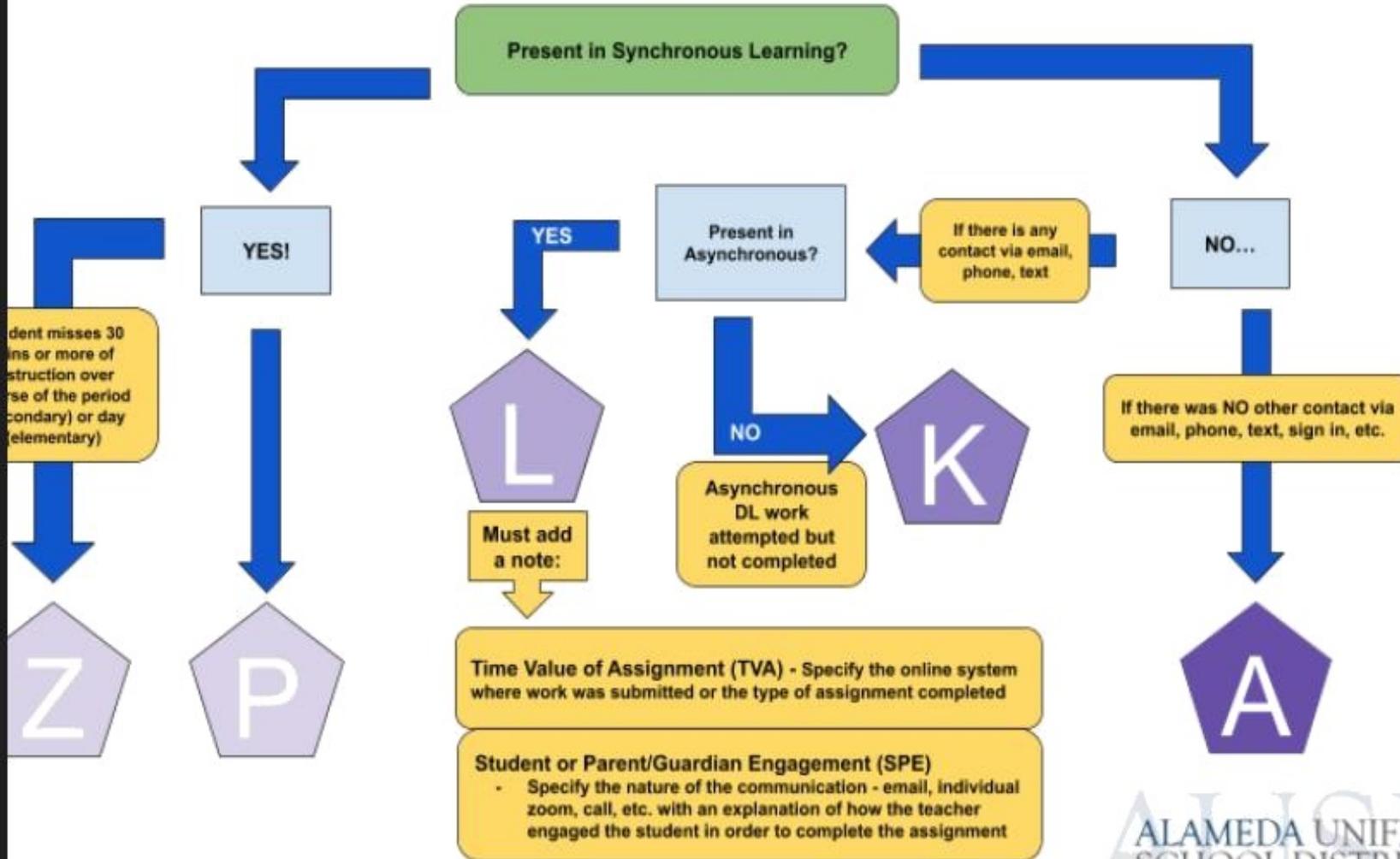
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

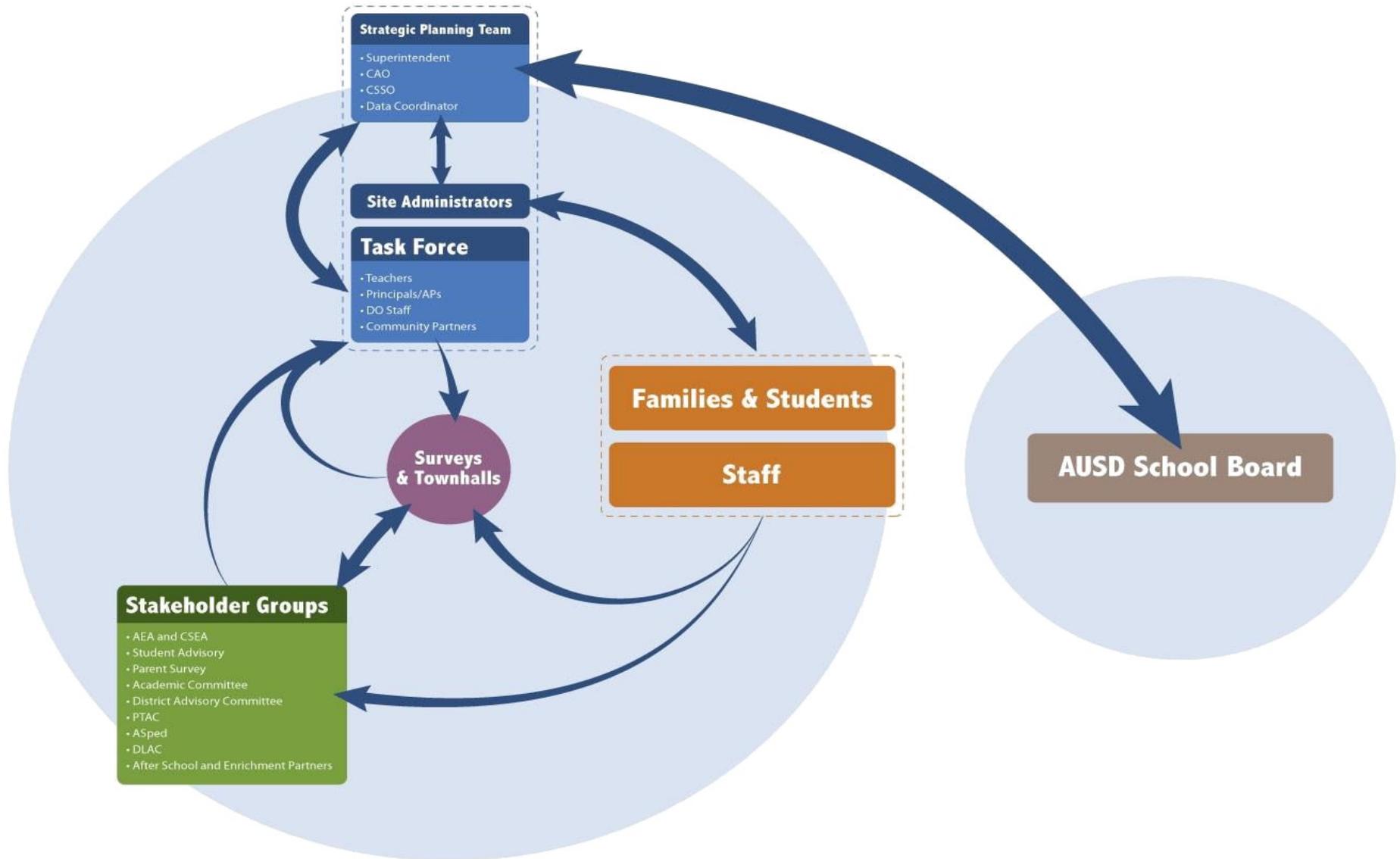


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle numberSheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25 School Year

School: Encinal Junior/Senior High School
CDS Code: 01611190132142
District: Alameda Unified School District
Address: 210 Central Avenue
Alameda, CA, 94501-3246
Date of Adoption: 03/06/25
Date of Update: 02/24/25
Date of Review:
- with Staff 02/26/25
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Holly Ellison	Dean of Student Support Services		03/06/25
Kirstin Snyder	Principal		03/06/25
Kristin Welch	SSC Co Chair		03/06/25
John Kepler	SSC Co Chair		03/06/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Encinal Main Office: A-103.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Encinal Junior/Senior High School Safety Committee

Safety Team Roster

Holly Ellison, Leah Cole, Amy Dellefield, Jon Gergen, Kate Giannini

Assessment of School Safety

Assessment of Safety

There have been 18 cases of "Willful Use of Force" recorded this school year, none of which required medical attention. This is a more than 50% decrease from last year. There have been no recommendations for expulsion. We have three full-time campus supervisor/student support providers and one full time campus supervisor/family liaison support provider.

Our score on the "Perceived School Safety" has climbed for the last 4 school years, with 67% of students feeling very safe on campus. This trend of increased school safety is corroborated by a decrease in reported feelings of being the target of rumors, harassment, victimization, fear of being beaten up. No weapons have been found/confiscated on campus this school year.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Strategies and Programs to Maintain High Levels of Safety

We've held three staff safety meetings (8/21/24, 9/18/24, 10/09/24) where we reviewed staff responsibilities for active shooter scenarios, natural disasters, and fire threats. Emergency response committees were established at this time. We have held 9 drills as of 02/28/25; one Active Shooter, five Fire Drills, and 2 Stop, Drop, and Cover. In addition, we had a real time Tsunami drill which gave us the opportunity to practice evacuating our campus. Our front office safety team debriefs after each drill to tighten up protocols and procedures.

All students and staff have engaged in an ALICE (active shooter lesson) where students learned how to play a positive role in a potentially dangerous situation. We also have conducted a lesson about bystanders and upstanders, and how to support potential dangerous situations in a positive way. Students have also had lessons on each element of our PRIDE acronym, as well as formal lessons on the impact done by hate speech. We reviewed the district's Hate Speech Policy with students and students and parents signed the document.

We have Narcan and Fentanyl test strips on campus, and many staff members are trained in the usage of epi-pens.

All classrooms have safety buckets and emergency folders. Staff were given time to print out class rosters for inclusion in the emergency folder. Due to construction of our back field, a new evacuation map was created and we have practiced having staff evacuate to their new locations. The map is attached.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.

- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site.

The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.

- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.
4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.

- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a “burn page” or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.

- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education

Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5) Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems

- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion

- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
2060 Challenger Drive
Alameda, CA 94501
(510) 337-7095
kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability

- Strategies to prevent harassment in the workplace
- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.

- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.
- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer

immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Increase student understanding of school values via formal Advisory lessons and intentional community building.

Objectives	Action Steps	Resources	Lead Person	Evaluation
80% of students will report having a safe adult with whom they can connect on campus.	Creation of the Advisory class at the beginning of the day for each student.	Curriculum for advisory lessons being created by the PBIS Team.	Sara Rousseve & Jenna Phillips	Melissa Sackett and Admin Team
Students will have the knowledge, confidence and skills to be "upstanders" in potentially dangerous situation.	Students will receive a series 3 lessons in Advisory	Advisory Slides and supplemental materials.	Sara Rousseve & Holly Ellison	PBIS/School Culture Committee
At least 70% of interviewed students can list all the expectations Yearly calendar is available that shows the expectations teaching for the year & included in PBIS manual Calendar available that shows when expectations are taught school-wide and in classrooms.	Expectations taught/retaught at least 4 times over year	Weekly Advisory slides created by the PBIS/School Culture Committee	Sara Rousseve	Periodic check of participation by monitoring the advisory slide doc history.
Decrease chronic absenteeism by 5%	Increased home communication; postcards, ineligibility notifications, SART	Aeries & Schoolzilla attendance data	Holly Ellison	Data review at Attendance & Admin meetings

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Increase safety on campus by tightening up our perimeter and increasing capacity to monitor.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increased campus safety	Mesh added to exterior gates	Mesh	Kirstin Snyder	MOF
Increased campus safety. Ability to investigate and follow through in discipline cases.	New camera system as of 2021. Two new cameras as of 2022. 4 more cameras added in 2023	New cameras.	Snyder	Ongoing
Increased campus safety	Exterior doors locked at set times. 200 building locked during lunch.	Gates & Campus Supervisors	Zolezzi, Ellison, & Campus Supervisors	Ongoing
Increased campus safety by adding a fence around the front of campus	Fence committee convened twice in 2023 to finalize plans. Fence construction will begin in 2024.	District Funds	MOF	MOF

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Encinal Junior/Senior High School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix:

<https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, “LOCKDOWN, There is an active shooter in the Computer Lab,” or “LOCKDOWN, an armed gunman is walking through the first floor long hallway.”

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter’s whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity. If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed

- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Call 911 or contact law enforcement, enact appropriate drill or lockdown, contact DO

Instructional Continuity Plan

Emergency Contact Numbers

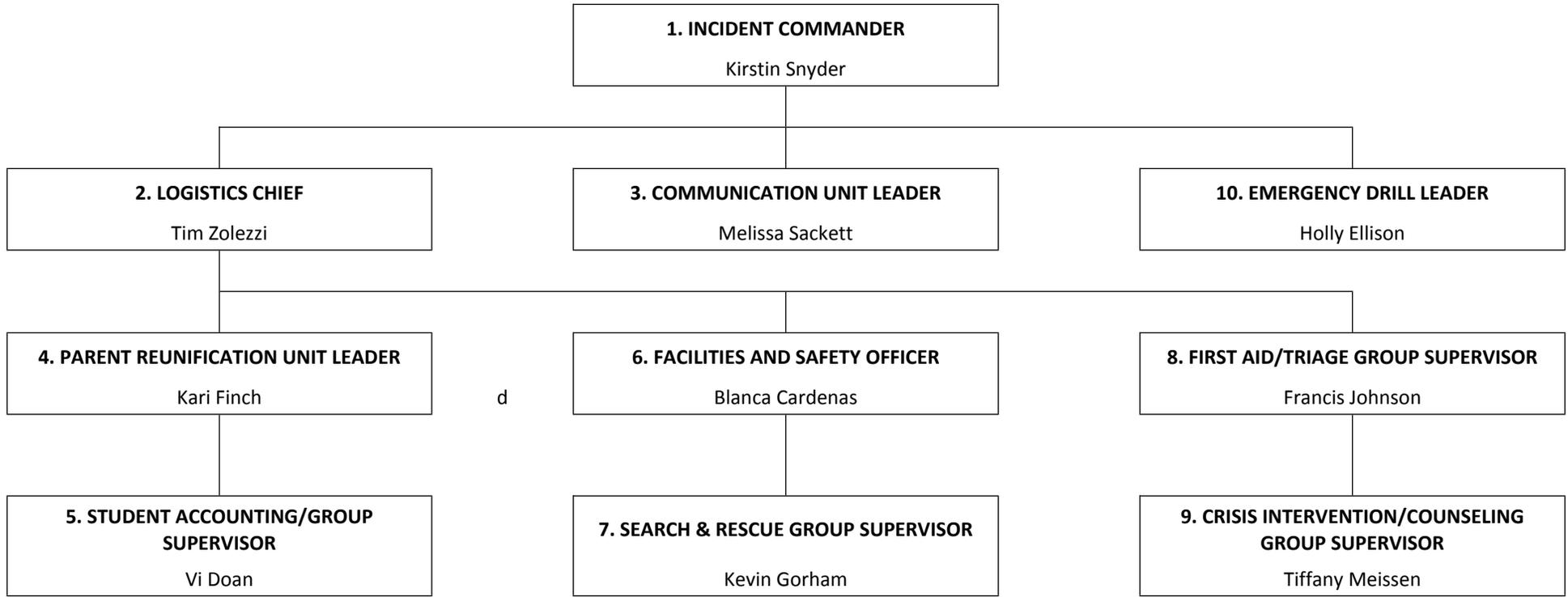
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	9/20/23	Emergency response training with all staff
Faculty Meeting	10/23/24	Review Intruder Drill
Faculty Meeting	10/9/24	Review Safety Team and ALICE
Faculty Meeting	9/18/24	Review Safety Protocols and Active Shooter procedures. ALICE
Faculty Meeting	8/28/24	Staff time for printing safety rosters
Faculty Meeting	8/21/24	Safety Equipment Review (buckets, rosters, yardsticks/flags)
Public Hearing	3/7/24	Safety plan review with community
School Community Meeting	3/6/25	SSC approval of plan
Faculty Meeting	2/26/25	Review Comprehensive Safety Plan
Safety Meeting	11/6/24	Review emergency procedures

Encinal Junior/Senior High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?

8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

A. Report immediately to the Command Post with:

1. Master keys
2. Current roster of students and staff
3. Emergency forms and documents
4. Office supplies to assist unit leads

B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

A. Team up with other personnel as a member of a Site Emergency Team, otherwise:

B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.

B. Check the site completely for:

1. Fire and electrical hazards
2. Chemical hazards (Chlorine storage)
3. Other hazards

C. Notify Site Manager of hazards and services needed

D. Barricade hazardous areas using whatever materials handy

E. When site is secure, report to the Command Post for direction

F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

A. Respond immediately to emergency signals requiring specific actions and check in on Share911

B. If signal is one to Leave Building, know if signal is for:

1. Fire evacuation
2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Tim Zolezzi, Holly Ellison

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Tim Zolezzi

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Blanca Cardenas

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Vi Doan

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for: Michelle Mason

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Ralph Nelson

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Kevin Gorham

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Frances Johnson

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Tiffany Meissen

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Greg Clayton

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary

- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Holly Ellison

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by Kevin Gorham

Team Members: Kate Werner

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT: Frances Kahuanui-Johnson

TRIAGE: Lori McDonald

RECORDER: Amy Dellefield

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign “Incident Command Center”

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST –

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate.

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: "I'm sorry, I did not understand you. What did you say?"
- b) Use Bomb Threat Checklist (see form at the end of this "Bomb Threat" section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 1. Disturbing the Peace
 2. Trespassing
 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.

- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm and report on Share911.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety, and maintain control of students.
- Use Share911 to report students absent, found or needing first aid as necessary.
- Fight incipient fires without endangering life.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.

- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.

- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *important,*
 - *must leave now*
 - *elevator closed*
 - *emergency*
 - *fire*
 - *stairs there*
 - *keep calm*
 - *fire exit*
 - *okay*

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
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*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President
Gary Lym, Clerk
Gray Davis, Trustee
Ardella Daily, Trustee
Gray Davis, Trustee
Will Lau, Student Board Member
Brian Lin, Student Board Member
Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President
DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

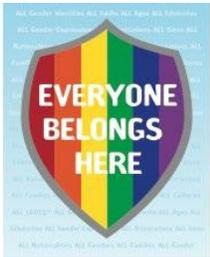
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

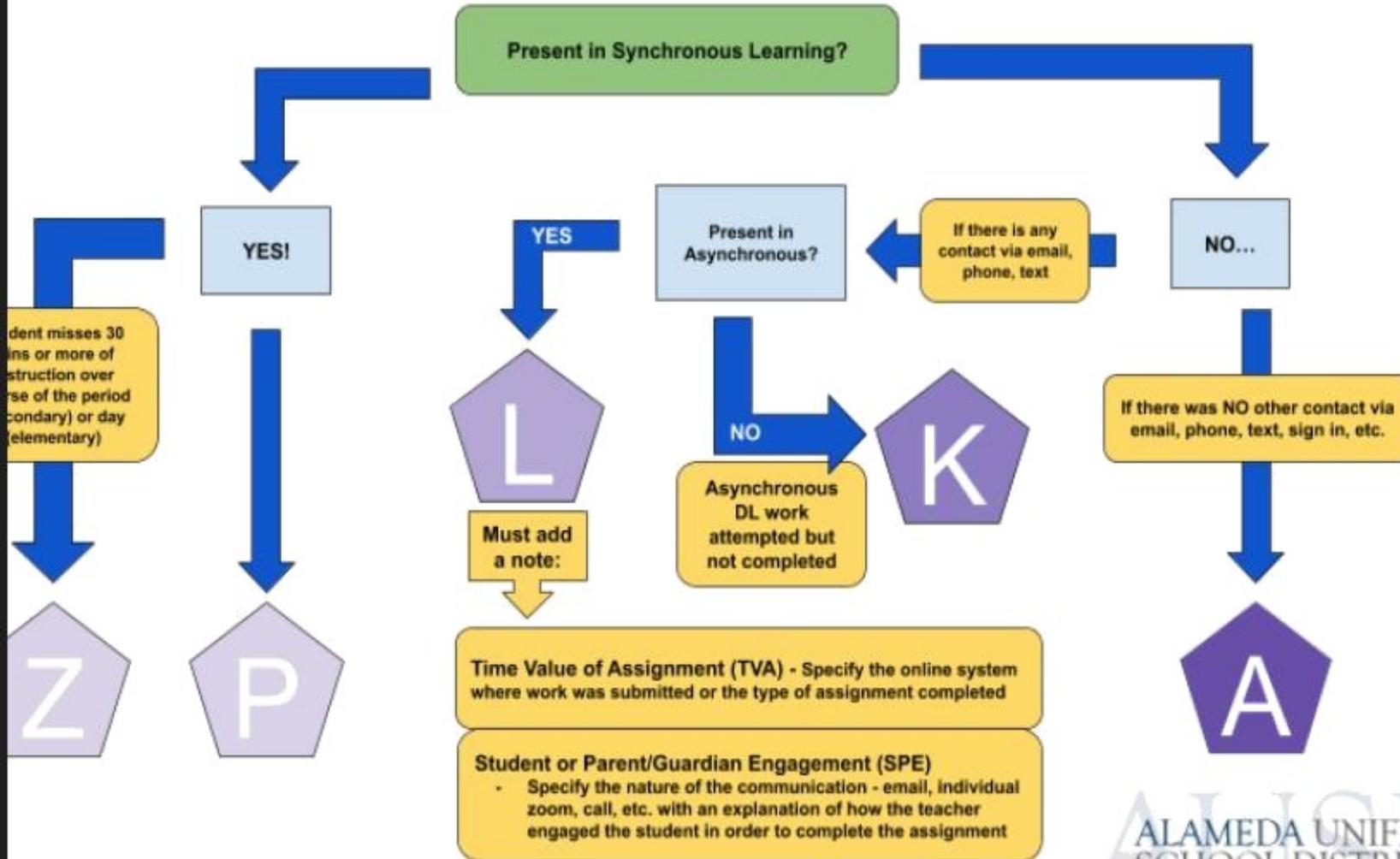
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

600 BUILDING

CAFETERIA

700 BUILDING

6110

7108

6111

6108

5101

5102

6101

6109

4104

4101

MEDIA / OFFICE

4102

4103

3101
3102
3103

3104
3112
3115
4101

2211

2214
2215

2202
2203

2204
2205

2201

2105

2104

2103

2102

2101

2109

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2110

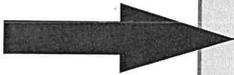
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CHECKLIST

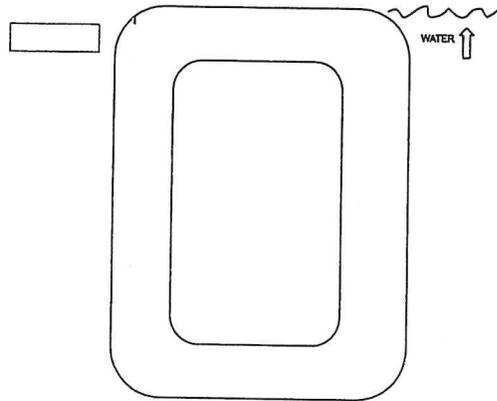
- Red Emergency Folder
- Current Attendance Roster
- Red / Green Class Flag

200 BUILDING



Encinal Evacuation Spots 24/25

FOOTBALL FIELD



Gym Gym Gym 9208 9206 9205 9204 9203 9201 9105 9104 9103 9101

<p>Emergency Drill Checklist</p> <p><input type="checkbox"/> Red Emergency Folder</p> <p><input type="checkbox"/> Current Attendance Sheet</p> <p><input type="checkbox"/> Class Red/Green Flag</p>
--

Gym Gym Gym 9208 9206 9205 9204 9203 9201 9105 9104 9103 9101

-----Gate-----

Comprehensive School Safety Plan

2024-25
School Year

School: Franklin Elementary School
CDS Code: 01611196090039
District: Alameda Unified School District
Address: 1433 San Antonio Ave.
Alameda, California 94501
Date of Adoption: 2/27/2025
Date of Update: 2/27/2025
Date of Review:
- with Staff 10/18/2024, 12/2/2024
- with Law Enforcement
- with Fire Authority

Approved by:

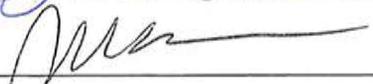
Name	Title	Signature	Date
Lynnette Chirrick	Principal		2/27/2025
Cynthia Park	School Site Council Chairperson		3/5/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Franklin Elementary School Office.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Franklin Elementary School Safety Committee

Lynnette Chirrick, Principal

Tim Smith, Custodian

Hyunji Lee, Health Assistant

Martha Zenk, Intervention Lead

Erin Gilchrist-Brown, Office Manager

Assessment of School Safety

Current Status of School Crime: There was no crime reported to law enforcement in the 2023-2024 school year, nor to date in the 2024-2025 school year. While our percentage of office referrals is low, and we have had only one suspension this year and no expulsions in the last two years, our referral rate is slightly higher than some schools (possibly due to data tracking differences, but nonetheless, it warrants attention). Last year's Office Discipline referral rate was 7%. We have decided on a School Climate goal this year that puts renewed emphasis on incorporating kindness into our SOAR expectations - Safe, On-task, Accountable, Respectful, and a renewed focus on existing PBIS programming. In review of behavior referrals, there has been some minor vandalism, such as urinating on the bathroom floor, not criminal. We are addressing rough play and overly-competitive play in team sports, as according to minor behavior and office referrals, these result in larger conflicts and have occurred with enough frequency to warrant a focus. We find that as we have developed respect, the extra step of kindness is a next goal.

While improving student attendance is a goal in our Single Plan for Student Achievement is no longer our metric, we continue to monitor and try to improve attendance. To date in the 2024-2025 school year, we have 7.9% of students chronically absent. Last year in February it was 8.7%. Our renewed commitment will be to continually monitor chronic absenteeism throughout the year, responding with compassion, support, and an inquiry based approach for identifying root causes and addressing each family's needs." The highest percentages of chronic absenteeism is kindergarten and we continue to have certain student populations with disproportionate amounts of chronic absenteeism. We believe by including chronic absenteeism as a factor in identifying students as focal scholars, we can take an individualized approach to lessening chronic absenteeism as a whole school and within student populations where there is disproportionality.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

A site menu of Tier 1 interventions has been created and shared with teachers/PD provided; common practices exist across the site (ex. reflection forms). Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences, circles) are implemented within classrooms and consistent with school-wide systems. At least once a week, classroom teachers are conducting circles or class meetings/community-building. Teachers model affective language and active listening when responding to students. Behavior matrix clearly delineates when and how RP should be used to respond to problem behaviors, but will change to RP reflection forms. For those needing T2 and T3 supports, each student's support team meets at least monthly and uses data to modify the support plan to improve fidelity and/or impact on quality of life, behavior, or academics; COST meets and reviews and members consult individually with families and students.

Check-in's with individual students based on Wellness Survey Resources, and monitor overall results data for progress monitoring.

For next steps, per our most recent TFI, we will be:

Continued focus on Culturally Responsive Teaching Practices

Creating new schoolwide challenges in support of PBIS efforts to improve the frequency of students exhibiting expected behaviors.

Reinstate GEMS program at Franklin

Monitoring implementation amongst our Recess Coaches in Restorative Conversations to respond to challenging behavior. Ms. Guha has trained the recess coaches (formerly Conflict Managers), and Mr. Brantley and Ms. Manalili has also worked on Restorative Conversation implementation.

Mx. Martha will offer Restorative Practices Discussion sheets to staff.

Continue to agendaize follow up with staff.

Students participate in community-building circles, are taught how to have informal RP conversations or participate in repair circles
New system for entering minor discipline data in AERIES will be implemented (only letter codes in Assertive Discipline, number codes in Discipline)

Pre and Post intervention progress is reported to teachers

COST team tracks the proportion of students experiencing success in T2 interventions and makes adjustments based on this data; Team can show evidence of adjustments that have been made to interventions based on outcome data for academics - need formal for behavior

T3 team is in contact with outside agencies able to be included in support plans. Agency involvement is documented in support plans; next step AFS

August PD- Mx. Martha engaged staff in activity about connection/inclusion; Lynnette to schedule presentation by either School Psychologist or Behaviorist for a review of functions of behavior.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Franklin Emergency Plan:

<https://docs.google.com/document/d/1OTNenAez9WPw4EvVwyGvWoCEwNgoJ6l4jygTRIHi5Pg/edit?usp=sharing>

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1: For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3: The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
 - Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
- With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplinary record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly/Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Franklin School is proud to have been selected as a PBIS Platinum Award winning school for the second year in a row. From the Tiered Fidelity Inventory, items are considered next steps: Staff will discuss the Franklin PBIS plan work together to refine posters, positive incentives, re-teach SOAR acronym and associated expectations, and students will demonstrate expectations across settings.

Opportunity for Improvement:

PBIS Next Steps from Tiered Fidelity Inventory:

Spiral training and implementation of the Toolbox Socioemotional Learning Curriculum for staff, students and families.

Schoolwide plan to teach tools at start of year, including communication tools in Facebook posts, on Parent Square, to reinforce use of strategies at home in the second part of the year.

Revisit student reinforcement systems and revise using recommendations from the TFI

Revise lessons for the buddy bench to include specific language students can say to students sitting on the buddy bench, what to do when nobody joins. Add a duty to Recess Coaches to monitor. Include the buddy bench in the Welcoming Committee responsibilities.

Retrain Friendship Coaches & Noon Supervisors and volunteers to include restorative questions and Toolbox tools

Spiral training and implementation of the Toolbox Socioemotional Learning Curriculum for staff, students, families

Relationships among students:

Establish class reading buddies to help rebuild some of the student to student relationships in other grades. Provide time for cross grade level collaboration time to develop opportunities for students to participate in transition and build relationships with staff and students in other grades, providing leadership opportunities and relationship and community building with students in other grade levels.

Empower students to lead clubs that engage students in leadership opportunities, and provide students a place to go and build relationships outside of physical sports at recess.

We are choosing to include psychological safety in this category, and will continue to focus on Culturally Relevant teaching practices and how to build a school climate that ensures everyone feels they belong here.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Design and develop lunch time activities to increase student involvement	Empower students to lead clubs that engage students in leadership opportunities, and provide students a place to go and build relationships outside of physical sports at recess. Clubs will publicize their focus and recruit members. Use bulletin boards to recognize campus groups and their activities	PTA Funds, Clubs will submit individual resource needs	Erin, Lynnette	Connectedness Survey Results, Participation Rates
Increase usage of Toolbox Tools by students when needing support with emotional regulation or in conflict.	Schedule Common Toolbox Lessons, Create Toolbox Resources for Families, Staff PD for review	Possibly PTA funds for materials for families	Martha	Implementation Data
Continue the redesign of "Recess Coaches" and "Kindergarten Helpers" to focus on the Restorative Questions and Practices while helping to support student interactions on the playground	Recruit students to be trained as Recess Coaches; Train Conflict Manager Supervisor, who will then train Recess Coaches; Monitor implementation, providing feedback necessary	PTA Funds	Lynnette, Martha, Debamitra	Implementation and Observation data
Continue to promote relationships amongst students	Provide Social Skills Groups; Buddy Bench update listed above; reading buddy implementation. Focus on the R in Soar: Define Respect for students and implications as we continue to learn about DEI and C&LRTP, move into kindness.	N/A	Lynnette, Erin, Martha, PBIS Team	AERIES Pre-Intervention and Intervention Data; Connectedness Survey
Continue to focus Professional Development for the 24-25 school year on Culturally and Linguistically Responsive Teaching Practices	See SPSA, PD Plan	Release time to visit classrooms	Lynnette, Leadership Team	PD Exit Tickets, implementation data

Objectives	Action Steps	Resources	Lead Person	Evaluation
SLT will work with Leadership to explore professional development/collaboration opportunities for staff and teachers to engage with tier 2&3 social emotional and behavioral support in order to better support for students who need additional behavioral support.	Generate a shared Tier 1 menu for responding to behavior that all staff can implement that is aligned to new District behavior flowchart. Possible examples: update grade-level appropriate reflection sheets/oops, buddy classrooms , check-in/check-out class circles, or quiet corners. What do we want to build together? How is PBIS helping? What should we keep? In what form? What do we need to add?	N/A	Lynnette	Disciplinary Referral/Oops Data
Provide Equitable Start meetings to provide time for trust and relationship building with families and students.	Conduct Equitable Start meetings (1st Wednesdays in August), training and collaboration surrounding meetings	Provide time for Equitable Start meetings (1st collaboration times in August)	Lynnette	Logs
Include California Healty Kids Survey Data and Wellness Survey Data analysis in Spring Tiered Fidelity Inventory.	Consider Wellness Survey Data and CHKS data for next steps.	Survey Data reports	Martha	CHKS and Wellness Survey growth data
Prevention actions for hate speech	Recess Coach training for how to promote positive relationships Parent information and resources for discussions at home Classroom lesson plans collection and teacher collaboration	Resources and materials	Lynnette	CHKS, Wellness Surveys, Disciplinary Data
Prevention lessons for bullying	Compiation and collaboration surrounding lessons specific to bullying	Resources and materials	Lynnette	CHKS, Wellness Surveys, Disciplinary Data

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Provide a closed school environment, with a locked exterior. While we currently have this, we are still in progress of revision with our District's IT Team.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Install doorbell, camera, and buzzer system for secure access to the facility.	Work with MOF and Technology to revise installation and software for our door buzzer system.	MOF, Technology	Lynnette Chirrick, Robyn O'Dell Kondo	Completion of Project
Explore additional exits for emergency circumstances	Work with MOF to explore a crash bar exit on the Paru Gate	MOF	Lynnette Chirrick	Log

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Franklin Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appeditropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix:

<https://resources.finalsite.net/images/v1690242530/alamedak12caus/wn5ia23etcutqImp7tej/AUSDPositiveBehaviorExpectationsandDisciplineMatrix.pdf>

Conduct Code Procedures

Student Conduct Policy

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Prohibited student conduct includes but is not limited to:

- (1) Conduct that endangers students, staff, or others
- (2) Conduct that disrupts the orderly classroom or school environment
- (3) Harassment of students or staff (such as bullying, cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering) in accordance with the section entitled "Bullying/Cyberbullying"

below "Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

(1) Damage to or theft of property belonging to students, staff, or the district
(2) Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

(1) Use of profane, vulgar, or abusive language
(2) Plagiarism or dishonesty in schoolwork or on tests
(3) Inappropriate attire
(4) Tardiness or unexcused absence from school
(5) Failure to remain on school premises in accordance with school rules
(6) Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including but not limited to suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline for any off-campus conduct during non-school hours which 1) poses a threat or danger to the safety of students, staff, or district property or 2) substantially disrupts the educational program of the district or any other district in accordance with law, Board policy, or administrative regulation.

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's mobile communications device including but not limited to reviewing messages or viewing pictures.

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

At Franklin School, we want all our Falcons to SOAR - to be:

Safe
On-Task
Accountable
Respectful

The goal of our PBIS plan is to:

- *Creating a positive, inclusive environment for students
- *Shape desired behaviors by recognizing positive behaviors
- *Increase student achievement as a result of positive relationships
- *Create an environment where students are excited to go to school
- *Decrease minor behavior incidents

Teachers have used PBIS as a framework to establish supplemental class policies, suitable to grade level and subject taught which support a positive learning environment in classroom. Referral to the principal is used as a last resort after teachers have followed a progressive discipline policy and have exhausted all other appropriate preventative and corrective measures.

Each disciplinary case will be handled as collaboratively, timely, and fairly as possible. In most instances, the student's parent/guardian will be notified by a teacher and/or administrator regarding the particular disciplinary issue.

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Franklin will also collaborate with our school community and the district to identify and reduce incidents of microaggressions, which are defined as subtle, unconscious, or unintentional behaviors prejudicing or excluding a member of a marginalized group. Although these behaviors do not meet the definition of a hate crime, these behaviors contribute to an unsafe school environment. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate motivated acts. Franklin will also collaborate with our school community and the district to identify and reduce incidents of microaggressions, which are defined as subtle, unconscious, or unintentional behaviors prejudicing or excluding a member of a marginalized group. Although these behaviors do not meet the definition of a hate crime, these behaviors contribute to an unsafe school environment.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Follow A.L.I.C.E Procedures. This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

Instructional Continuity Plan

Dependent Upon Circumstances and created in conjunction with Stakeholder Groups. See attachment.

Emergency Contact Numbers

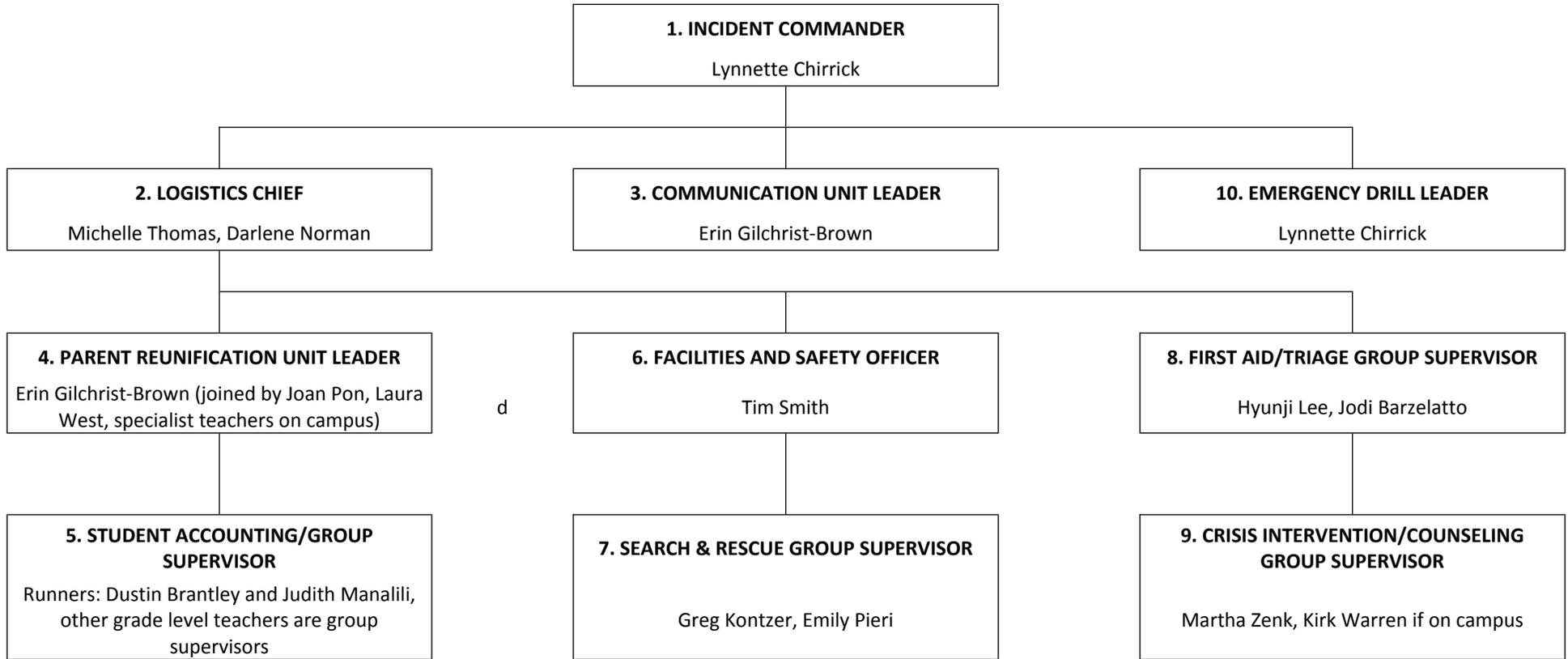
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	
American National Red Cross	RED CROSS	510-814-4200	
Law Enforcement/Fire/Paramedic	SHERIFF'S OFFICE Non-Emergency	510-351-2020	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	10/18/24	Emergency response training with all staff, Review of REMS roles and responsibilities
Safety Committee Meeting	9/5/24	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	11/8/24	Safety Committee share out
Safety Committee Meeting	9/24/24	Table top drill and training planning
Faculty Meeting	8/28/24	Classified Staff Emergency Response Training
Safety Committee Meeting	11/9/24	Update Safety plan with revisions
Public Hearing	9/12/24	Safety plan review with Parents
School Site Council Meeting	3/1/2025	School Site Council Review & Approval

Franklin Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY

COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members	Primary Contact/Cell number	Secondary Contact/Cell number
Lynnette Chirrick	209-620-7924	510-822-0247

See REMS Documents for additional team contact information and specific duties of the following:

EMERGENCY ASSIGNMENTS

2024-2025

COMMAND/RESPONSE MANAGER:

Lynnette Chirrick, Back up: Michelle Thomas

Head up all teams and assess/implement requirements in the event of an emergency evacuation. Need Megaphone and Share 911 Access, Communicate with Susan Davis re: communication to supervisors and public

RESOURCE MANAGER/RECORD KEEPER:

Erin Gilchrist Brown, Back up: Greg Kontzer

Oversees release gate; maintain class rosters and first aid recipients; advise commander of needs as they are reported; record any parent volunteers who show up to help; contact/radio district office.

FIRST AID:

Triage Person #1: Hyunji Lee

Triage Person #2: Jodi Barzelatto

Triage and administer first aid when needed. Supplies & medication to triage area, record injuries.

RESOURCE MANAGER/FACILITIES/EMERGENCY CONTAINER OPENER:

Tim Smith

Gas shut off; lock front door; power and water shut off; open containers; set up tables; set up sanitation area (use small trash cans for port-a-potties).

SEARCH TEAMS: A team of two selected staff members who may be called upon to search damaged or collapsed buildings for injured.

Search Team 1: Emily Pieri, Judith Manalili

Search rooms 14, 15, Girls and Boys downstairs bathrooms, Rooms 5,4,3,2, elevator, MPR, Basement, Resource, Speech/Psych rooms, custodian's rooms, storage area, lift. Put up No entry sign when done. Report cleared rooms and all findings to command.

Search Team 2: Greg Kontzer & Lynn Kinsey (Joan Pon backup on Th, F)

Search Rooms 12, 11, 10, 9, 8, 7, 6, Upstairs Elevator, Psychologist's Room, Girl's upstairs bathroom, Women's Staff Bathroom, All areas in the administration offices, unisex bathroom, Rooms 1 & 16. Put up no entry signs when done. Report cleared rooms and findings to command.

RUNNERS:

Judith Manalili & Dustin Brantley

Runners will find and take children to First Aid and Check out Station when necessary. If assignment is Runner - Report to command for instructions.

STUDENT SUPERVISORS:

K - Danielle LaBarre

1st - Jill Ingram

2nd - Tina Twite

3rd - Julia Shafer

4th - Debamitra Guha

5th - Darlene Norman

Student supervisors will keep students calm, play games with them, work with runners to dismiss students or take them to first aid, work on accounting for students.

MENTAL HEALTH/COUNSELING: Martha Zenk, Kirk Warren if on campus

BACKUPS IN CASE OF STAFF INJURY/NEED/SUBSTITUTE/ETC

Tina Mirts, Joan Pon (Except when she is back-up runner), any specialist teachers on campus who is a runner on her days here), any noon supervisors on campus

INCIDENT COMMAND POST – PARU GATE

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures, REMS, This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: "I'm sorry, I did not understand you. What did you say?"
- b) Use Bomb Threat Checklist (see form at the end of this "Bomb Threat" section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with Assistant Superintendent, M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he or she shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom. Activate Share911

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the classrooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

Franklin School participates in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures, contact MOF to shut off air if possible.

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for fist aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure. Inform Cabinet.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud"

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step 1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party. Ask teachers to keep students indoors if students should not see what is happening.

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist and or counselors to determine identification of short-and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-Medx72 Insr Disaccr Spm.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President
Gary Lym, Clerk
Gray Davis, Trustee
Ardella Daily, Trustee
Gray Davis, Trustee
Will Lau, Student Board Member
Brian Lin, Student Board Member
Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President
DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

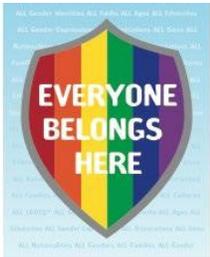
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

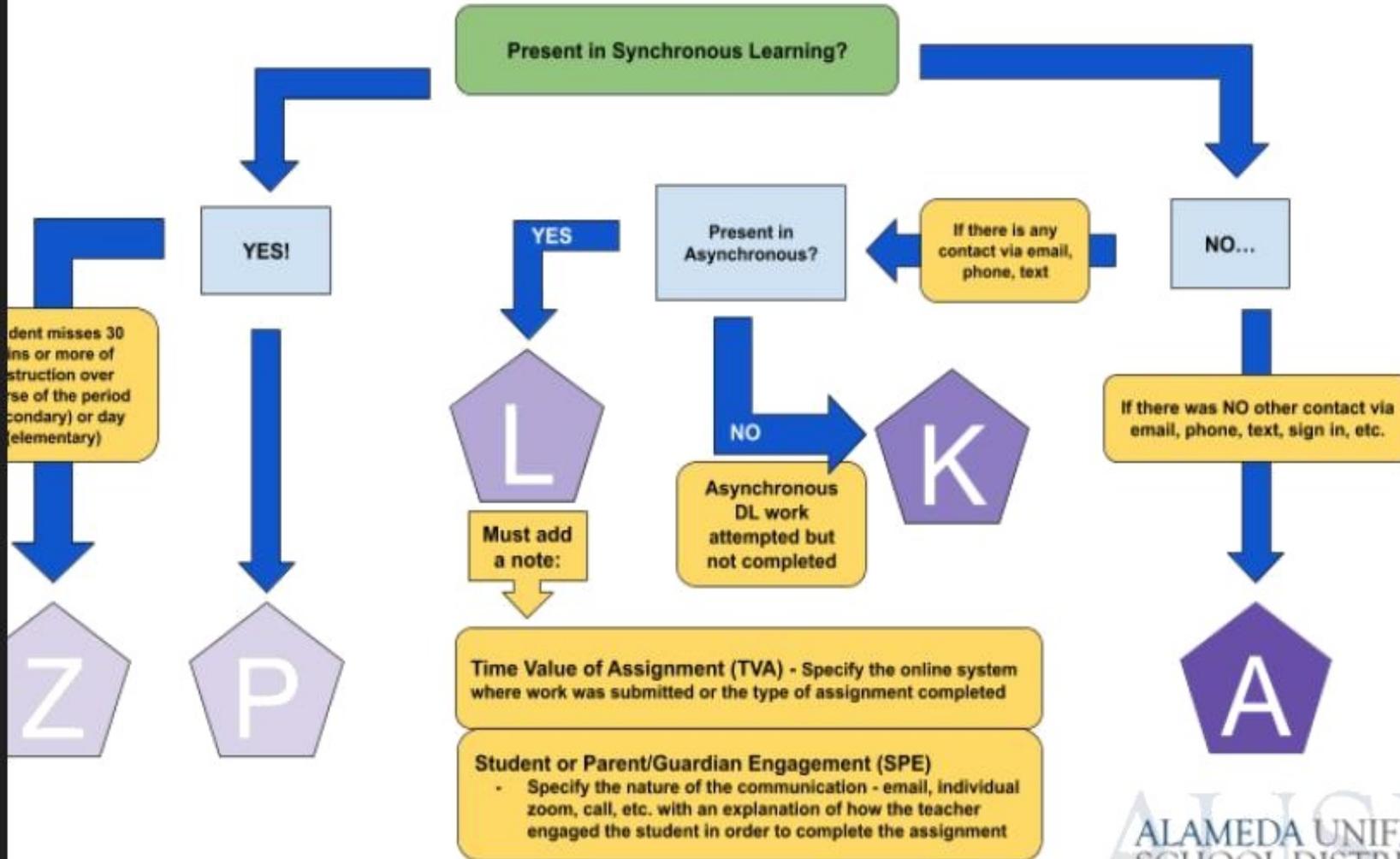
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

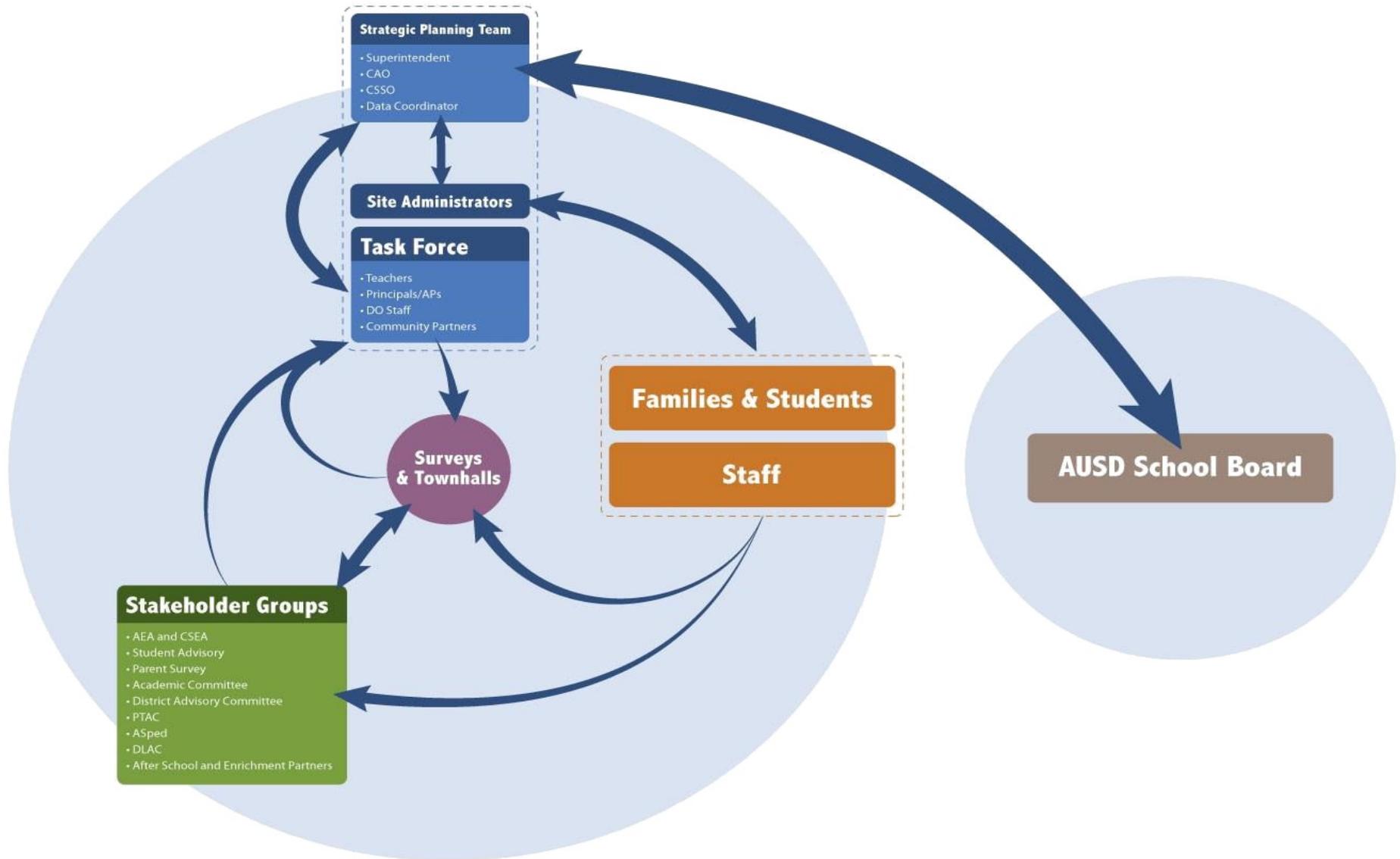


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

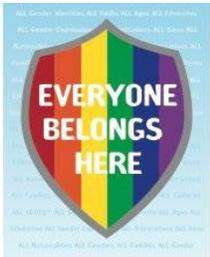
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

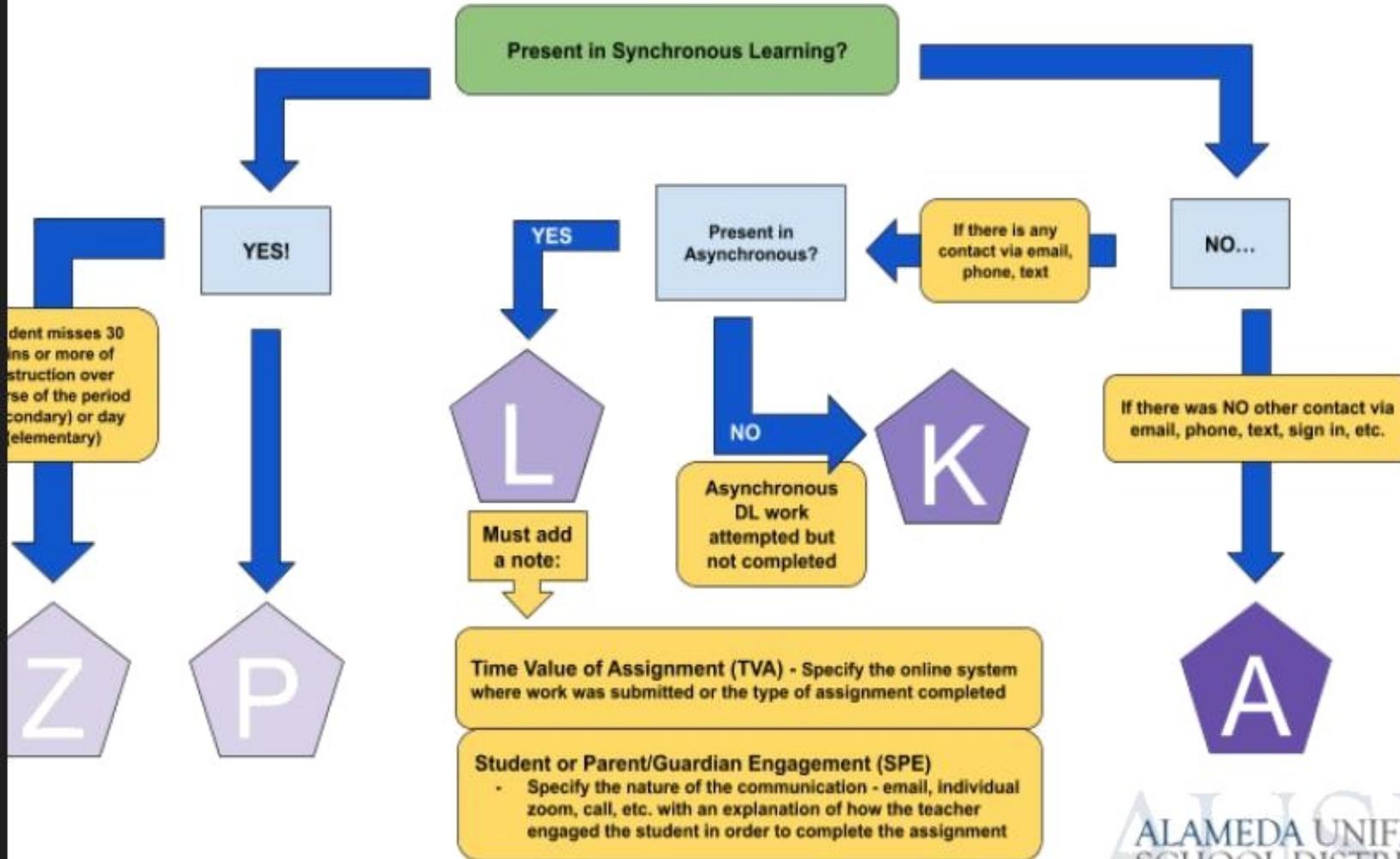
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

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The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
--	---

*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

**2024-25
School Year**

School: Island Continuation High School
CDS Code: 01611190134304
District: Alameda Unified School District
Address: 500 Pacific Ave
Alameda
Date of Adoption: 2/28/2025
Date of Update: 2/24/2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

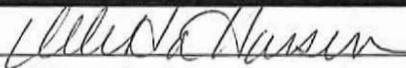
Name	Title	Signature	Date
Delinda HANSEN	Chair Person		2/28/25
Jorge MELGOSA	PRincipal		2/28/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Island Continuation High School Safety Committee

Jorge Melgoza, Eduardo Garcia, Juanita Williams, Amy Haines, Matthew Giles, Ross Becht, Jhune Rosalio

Assessment of School Safety

Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at school related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Insert Aeries data here.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The School follows best practices for around MTSS and PBIS. for more info,

<https://docs.google.com/document/d/1xKrJot7fW9hPEWAS-VGYAdUDwfzxrKcbxwkB6YUzvgo/edit?usp=sharing>

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
 - Routinely check that battery-operated equipment is in working condition.
- Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

REMS Link: https://drive.google.com/file/d/1NbXeuWgGGiNMtKzAJ6l-HvjgNsLp7QDc/view?usp=drive_link

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe, orderly, healthy, healing and thriving learning environment.

Opportunity for Improvement:

Goal: Increase student participation and student voice and build up community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student agency	Revisit and revise advisory	staff meetings and review research based models	Delinda Hansen, Scott Brady, Jenna Rentz, Amy Haines, Jordan Schlife, Victorai Egyed	attendance and student engagement during advisory
Develop a system of student support that allows for community building	PBIS and RP training	Cassie Fergusson will lead multiple trainings on PBIS and RP.	Cassie Ferguson	Staff will use strategies in their advisory.
Increase student participation and build community	Organize a Boys Basketball Club	BB Court and Basketball	Scott Brady	Organize games against other continuation high school boys basketball teams
Building community by creating a safe space for healing	Organize Day of Community and Healing #1	Outside speaker and site resources	Jorge Melgoza	completion of student journals and student evaluation
Building community by creating a safe space for learning and healing	Organize Day of Community and Healing #2	Video and site resources	Jorge Melgoza	completion of student journals and student evaluation
Building community by creating a safe space for learning, leading and healing	Organize Day of Community and Healing #3	site resources and ACDC	Jorge Melgoza	completion of student journals and student evaluation

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Create a space where students feel comfortable gathering

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create a comfortable gathering space	Working with advisory teachers to beautify the patio area by tending to and updating the planters.	Paint and garden tools.	Amy Haines	Updated planters in full bloom
Beautify the learning environment	Working with art teacher to create and hang murals throughout campus	art supplies	Heidi Guibord	hanging murals
Build a Pickle Ball Court	Organize district and members of the community to create and support a Pickle Ball Court	District and private funds	Amy Haines	Installation and use of courts

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Island Continuation High School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

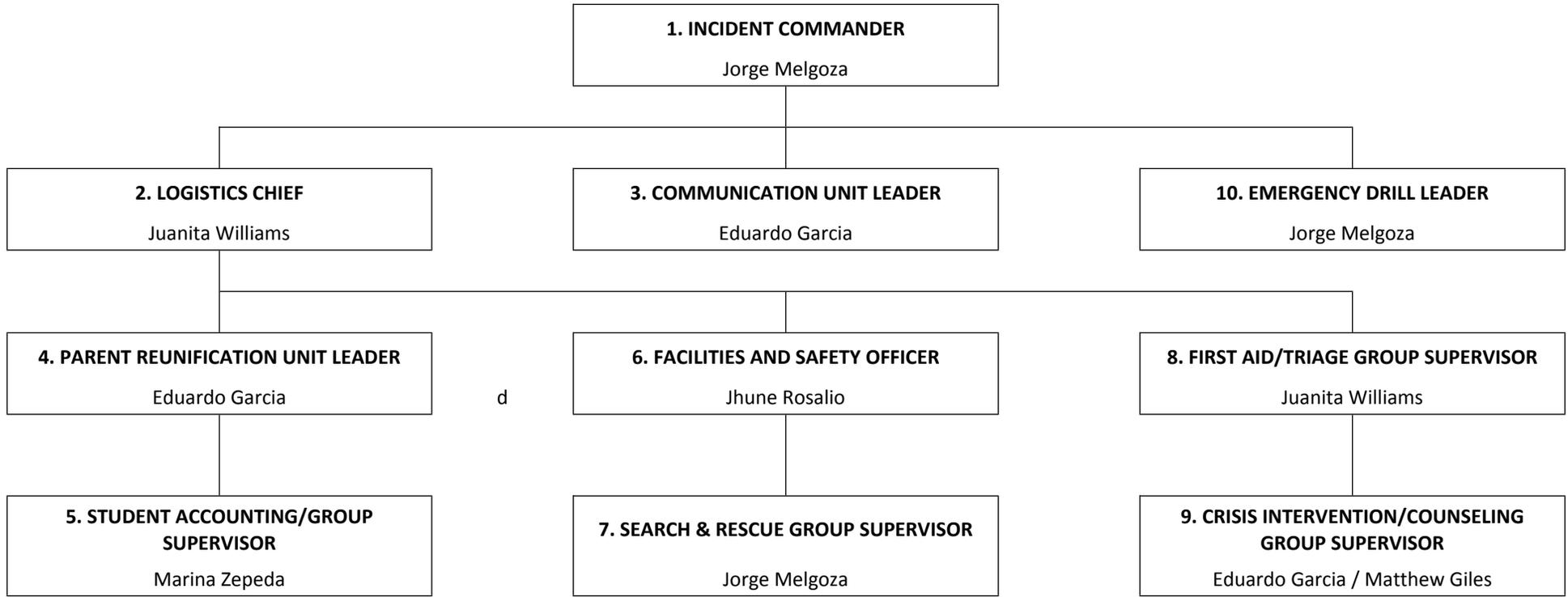
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Community Meeting	8/13/24	Safety Plan Review - Reviewed the AUSD Parent Student HB and the Island Way Student Hand Book
School Community Meeting	8/28/24	Review of systems and structures for student support
School Community Meeting	9/11/24	Review and revise systems and structures for student support - PBIS Day 1
School Community Meeting	9/18/24	Day of Community and Healing #1
School Community Meeting	9/25/25	Taking Off The Mask - community professional development on building healthy communities by focusing on the whole child
School Community Meeting	10/14/24	Review and revise systems of student support - attendance policy
School Community Meeting	10/16/24	Review and revise systems of student support - behavior policies
School Community Meeting	11/6/24	Review systems and structures for student support - PBIS Day #2
School Community Meeting	11/15/24	Day of Community and Healing #2
School Site Council Meeting	2/28/25	SSC approval of plan

Island Continuation High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Ben Washofsky

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Juanita Williams

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Juanita Williams

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Cora Keeney

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Aki Moore

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Ben Washofsky

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Juanita Williams

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor:

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Jhune Rosalio

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).
Organize supplies and treatment area.
Help with wounded.
Keep Check Out Station informed.
Request additional help (ambulances, etc.) through Check Out Station.
Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal’s office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
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*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-Medx72-Header-Disaster-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

***Nobody Left Behind*, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities** (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

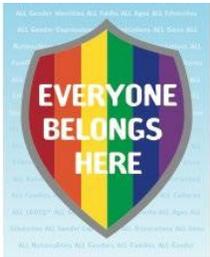
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

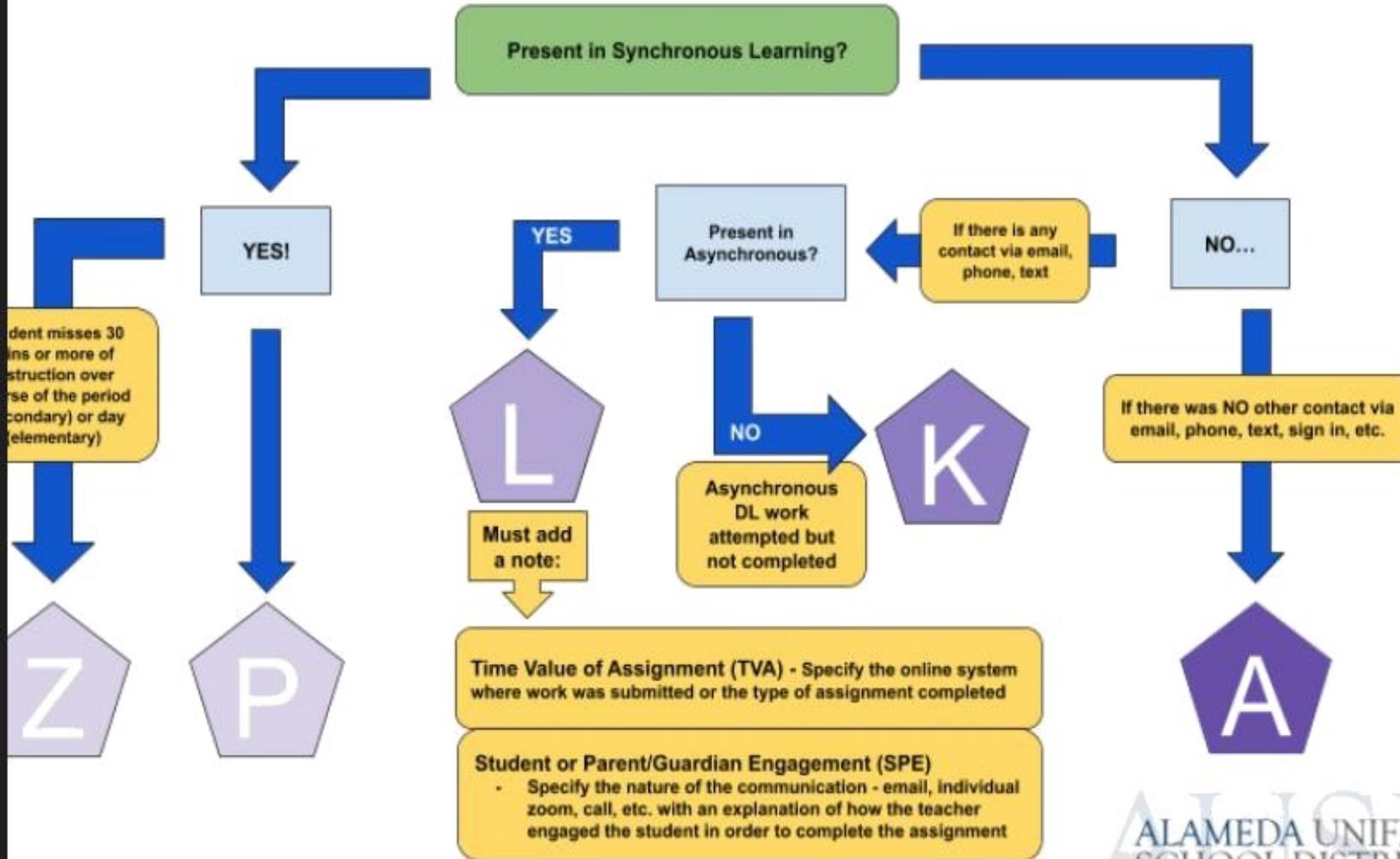
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

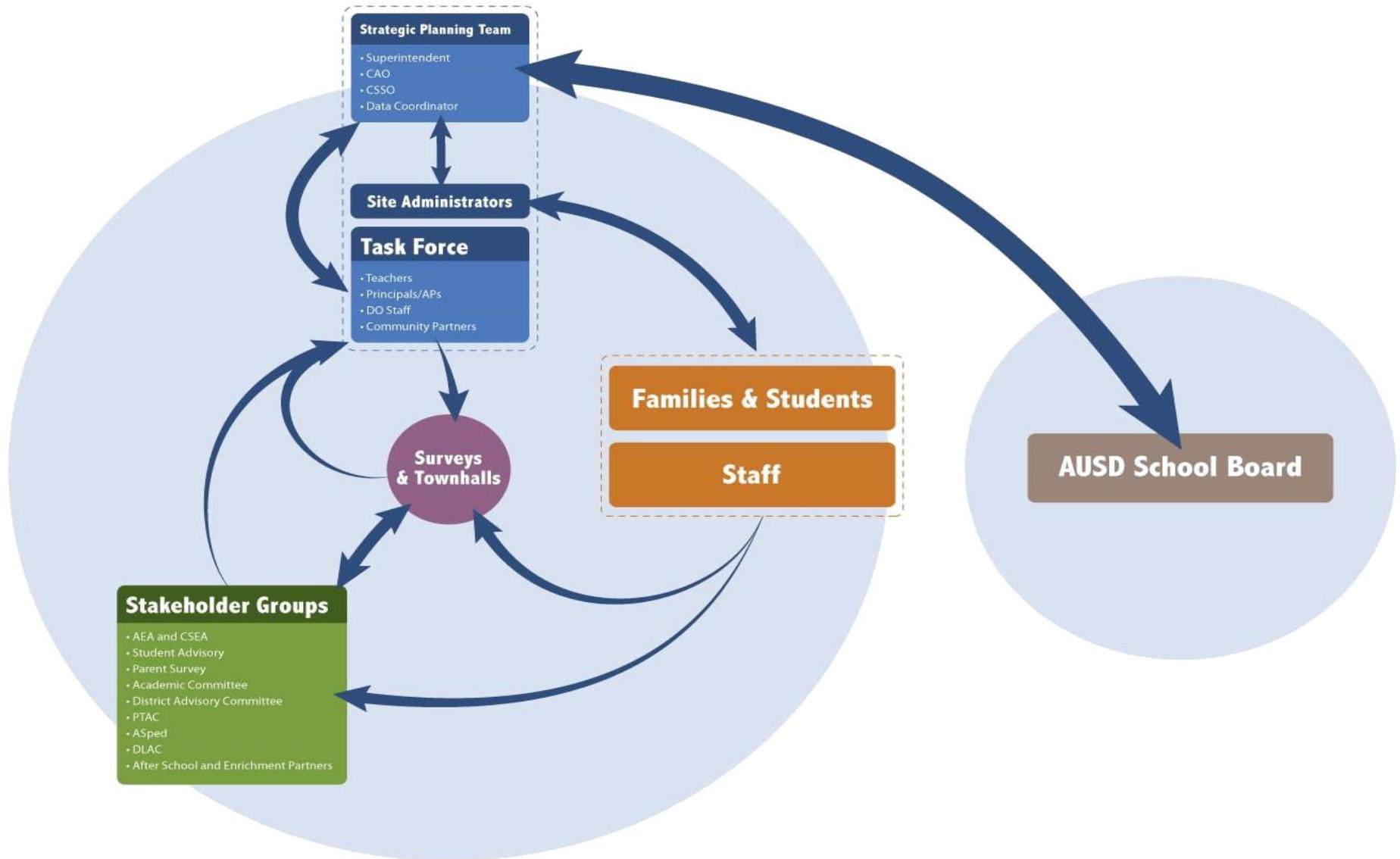


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Site Name	Location of AED	Address
Alameda Adult School	Building E – Main Lobby Next to Room E143B	2201 Encinal Ave
Alameda Adult School	Building E – 2 nd Floor Next to classroom E239	2201 Encinal Ave
Alameda Child Development Center	Staff Room – Room 113	500 Pacific Ave
Alameda High School	Building GP - Patton Gym	2200 Central Ave
Alameda High School	Building A - Outside of Restrooms A110 & A111	2200 Central Ave
Alameda High School	Building B – 1st Floor Next to Room B107	2200 Central Ave
Alameda High School	Building C – AHS Main Lobby	2200 Central Ave
Alameda High School	Building C - 2nd floor Across from classroom C208	2200 Central Ave
Alameda High School	Building C – Health Office Assistant Room 145	2200 Central Ave
Alameda High School	Building D – 2 nd Floor Next to classroom D202	2200 Central Ave
Alameda High School	Building E – Adult School Lobby Next to Room E143B	2200 Central Ave
Alameda High School	Building E – 2 nd Floor Next to classroom E239	2200 Central Ave
Alameda High School	Building F - Emma Hood Swim Center (NOT ACCESSIBLE DURING CONSTRUCTION)	2200 Central Ave
Alameda High School	Building G - Main Gym G114	2200 Central Ave
Alameda High School	Baseball Field Yard Container (NOT ACCESSIBLE TO GENERAL PUBLIC)	2200 Central Ave

Site Name	Location of AED	Address
Alameda High School	Athletic Department - Mobile Units 1-5 (NOT ON-SITE OR ACCESSIBLE TO THE GENERAL PUBLIC – TRAVEL WITH TEAMS)	2200 Central Ave
ASTI	Portable 1 – Administrative Office	555 Ralph Appezzato
Bay Farm School	MPR – Room 400	200 Aughinbaugh Way
District Office	Main Entry Lobby	2060 Challenger Dr
Earhart Elementary School	Admin Building - HOA Office Room 502	400 Packet Landing
Edison Elementary School	Breezeway – Outside of Room 10	2700 Buena Vista
Encinal Jr. & Sr. High School	Admin Building - Main Office	210 Central Ave
Encinal Jr. & Sr. High School	Gym - Room 120	210 Central Ave
Encinal Jr. & Sr. High School	Gym - Girls Locker Room Hallway Outside RM 135	210 Central Ave
Encinal Jr. & Sr. High School	Media Center Lobby	210 Central Ave
Encinal Jr. & Sr. High School	Building 700 - Classroom 7107 (Weight room)	210 Central Ave
Encinal Jr. & Sr. High School	Building 900 – Classroom 9105	210 Central Ave
Encinal Jr. & Sr. High School	Swim Center Office	210 Central Ave
Encinal Jr. & Sr. High School	Baseball Field Container (NOT ACCESSIBLE TO GENERAL PUBLIC)	210 Central Ave
Encinal Jr. & Sr. High School	Athletic Department - Mobile Units 1 -5 (NOT ON-SITE OR ACCESSIBLE TO THE GENERAL PUBLIC – TRAVEL WITH TEAMS)	210 Central Ave
Franklin Elementary School	Main Office Hallway – Outside Principal’s Office Room 30	1422 San Antonio Ave

Site Name	Location of AED	Address
Island High School	Administrative Office	500 Pacific Ave
Lincoln Middle School	Building B – Health Office Room 604	1250 Fernside Blvd
Lincoln Middle School	Building B – MPR Room 624	1250 Fernside Blvd
Love Elementary School	First Floor - Behind MPR next to Women's Restroom	2025 Santa Clara Ave
Maintenance Yard	Main Entrance Lobby	250 Singleton Ave.
Maya Lin Elementary School	Staff Work Room – Room 136	825 Taylor Ave
Otis Elementary School	Main Hallway – Next to Admin Office Door	3010 Fillmore St
Paden Elementary School	Main Hallway – Outside of Health Office	444 Central Ave
Ruby Bridges Elementary School	Building A – Health Office Room 114	351 Jack London Ave
Thompson Field	Trainer Room (NOT ACCESSIBLE TO GENERAL PUBLIC)	1822 Mulberry Street
Wood Middle School Temporary Campus	Main Office – P1 Room 103	1801 Sandcreek Way
Wood Middle School	MPR Room 2102	420 Grand St

Report any AED issues immediately through a Laserfiche Incident Report or by emailing:

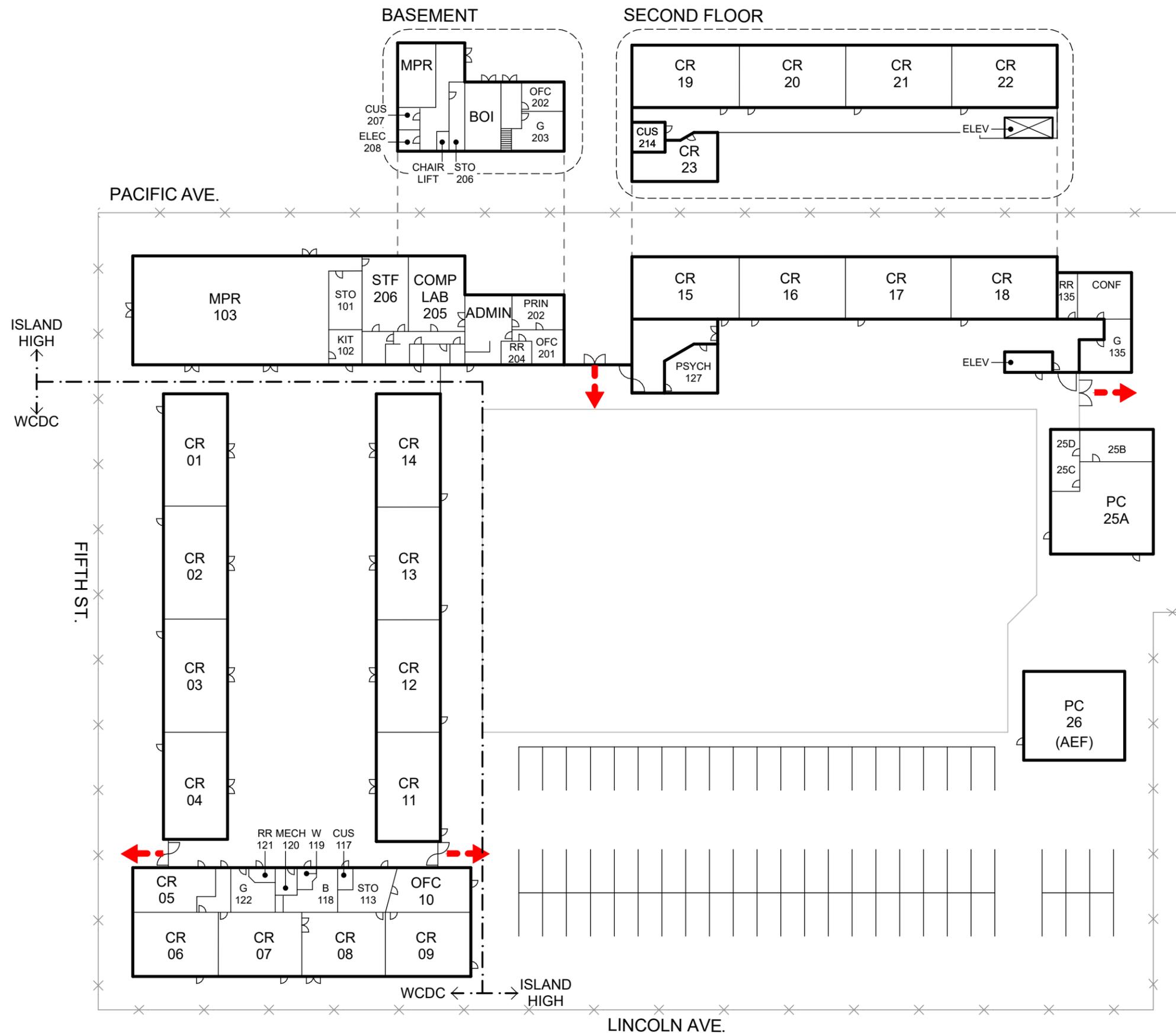
stlee@alamedaunified.org and dkrueger@alamedaunified.org



QUATTROCCHI
KWOK ARCHITECTS

ALAMEDA UNIFIED
SCHOOL DISTRICT
**LONGFELLOW
SITE (ISLAND
HIGH & WCDC)**

500 Pacific Ave,
Alameda, CA 94501



ACCESS TO EXTERIOR
 FENCING

March 29, 2023





QUATTROCCHI
KWOK ARCHITECTS

ALAMEDA UNIFIED
SCHOOL DISTRICT
**LONGFELLOW
SITE (ISLAND
HIGH & WCDC)**

500 Pacific Ave,
Alameda, CA 94501

ROOM TYPE LEGEND

- STANDARD CLASSROOM
- CAFETERIA / MULTI PURPOSE ROOM
- LIBRARY
- GYMNASIUM
- MEDIA CENTER
- ADMIN/OFFICE
- RESTROOM
- MISCELLANEOUS

ACCESS TO EXTERIOR

FENCING

March 29, 2023

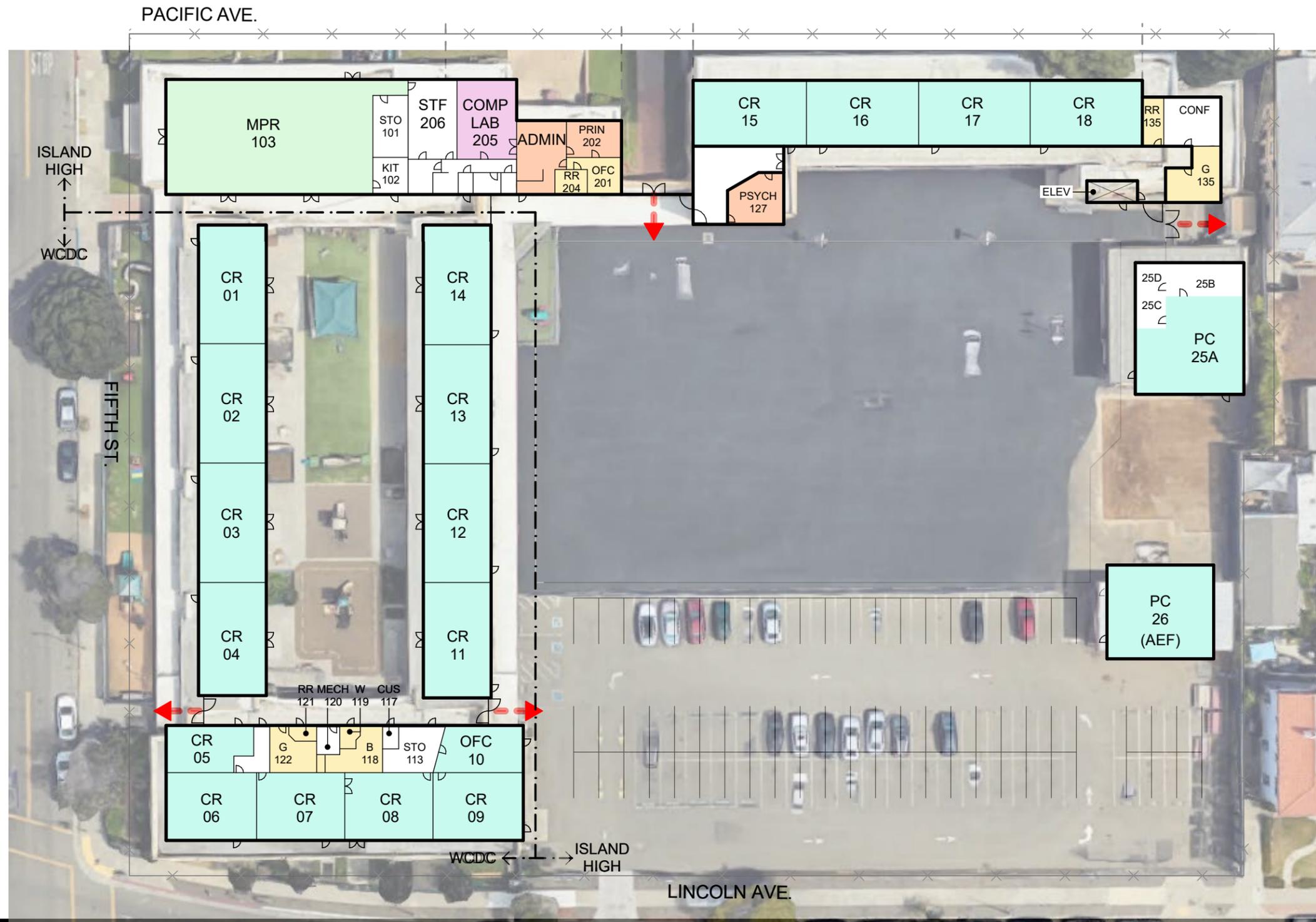




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ROOM TYPE LEGEND

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March 29, 2023

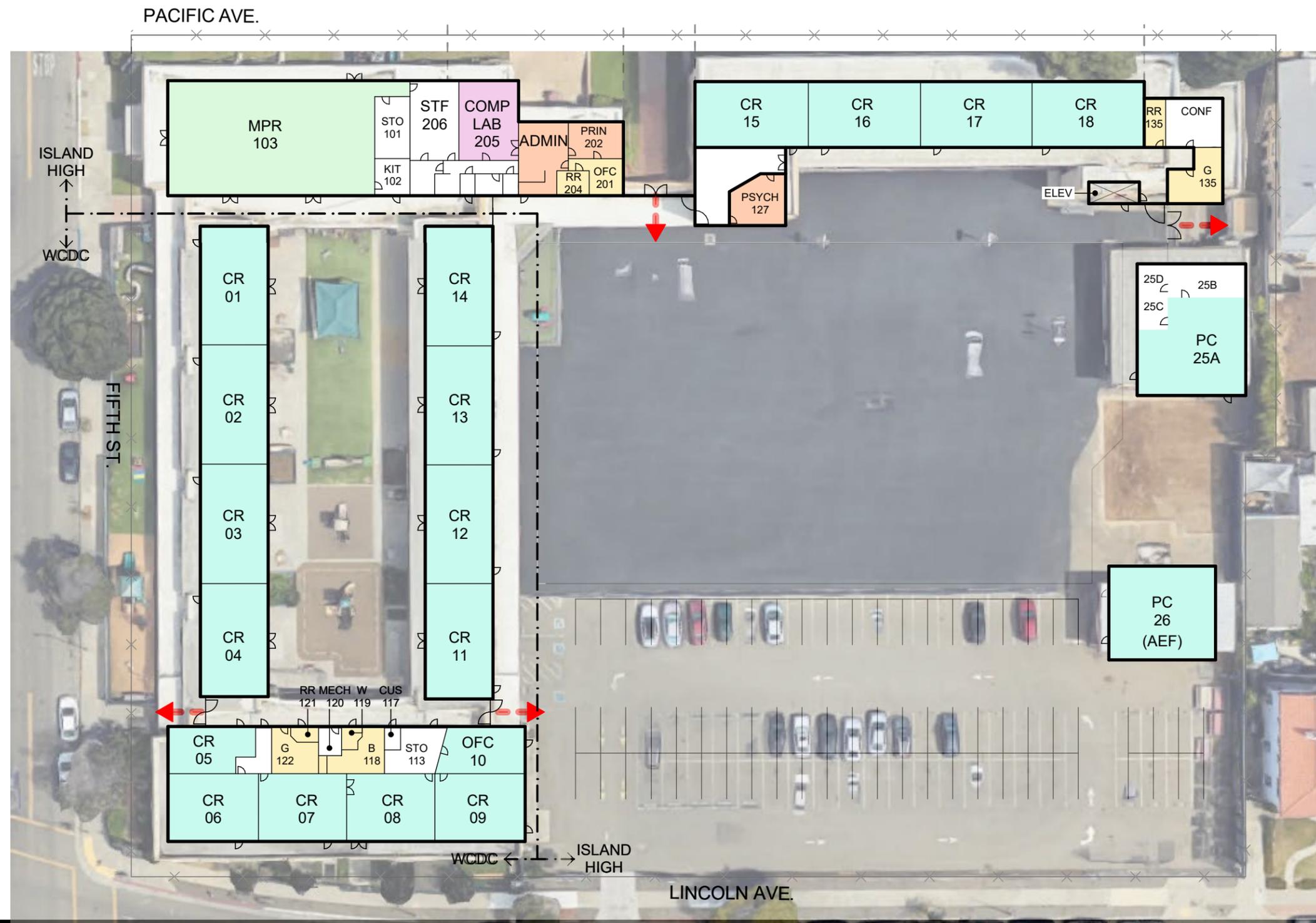




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March 29, 2023

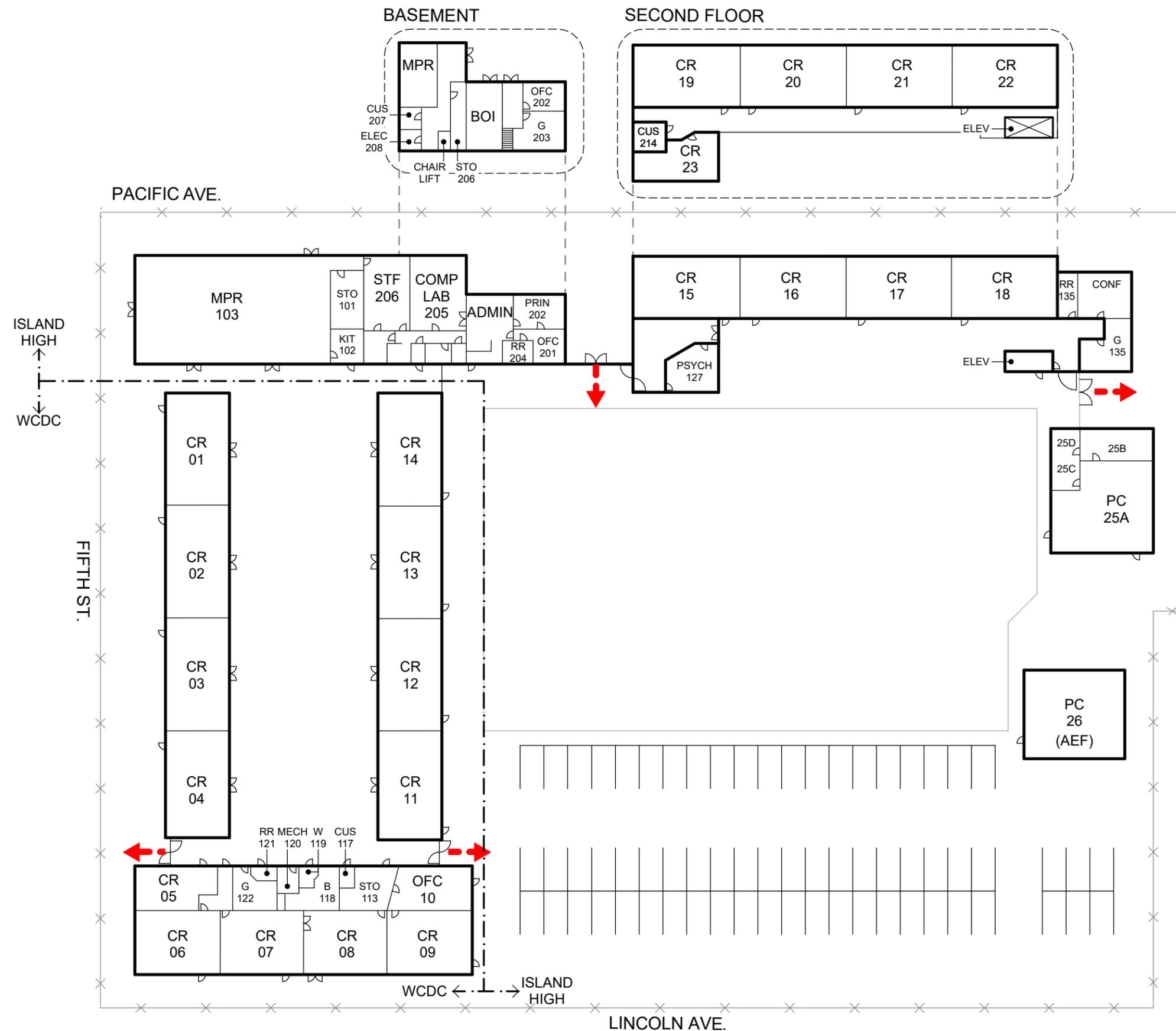




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ACCESS TO EXTERIOR
 FENCING

March 29, 2023





QUATTROCCHI
KWOK ARCHITECTS

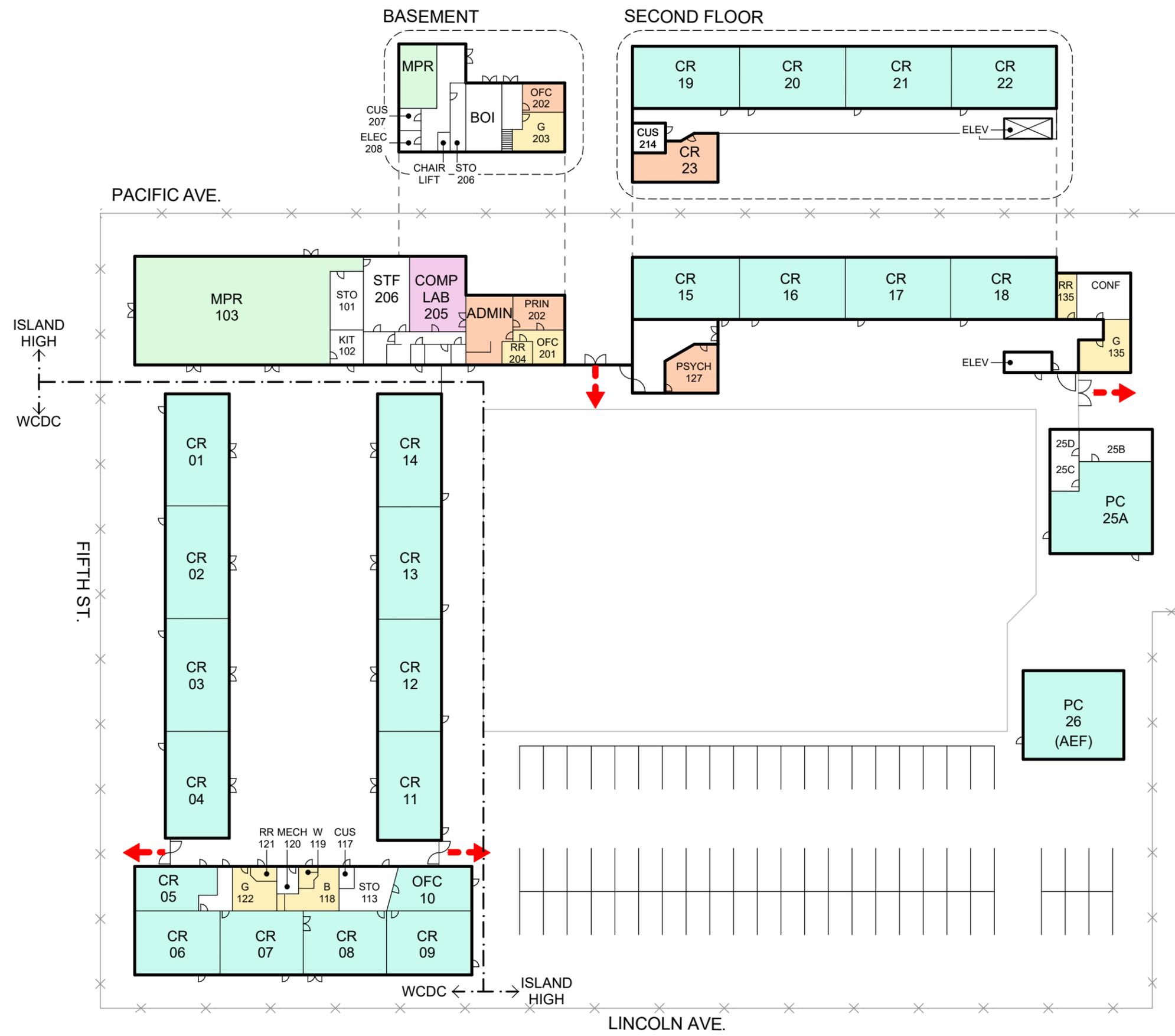
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-  ADMIN/OFFICE
-  RESTROOM
-  MISCELLANEOUS
-  ACCESS TO EXTERIOR
-  FENCING

March 29, 2023



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President
Gary Lym, Clerk
Gray Davis, Trustee
Ardella Daily, Trustee
Gray Davis, Trustee
Will Lau, Student Board Member
Brian Lin, Student Board Member
Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President
DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

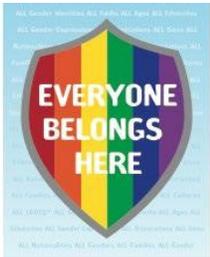
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

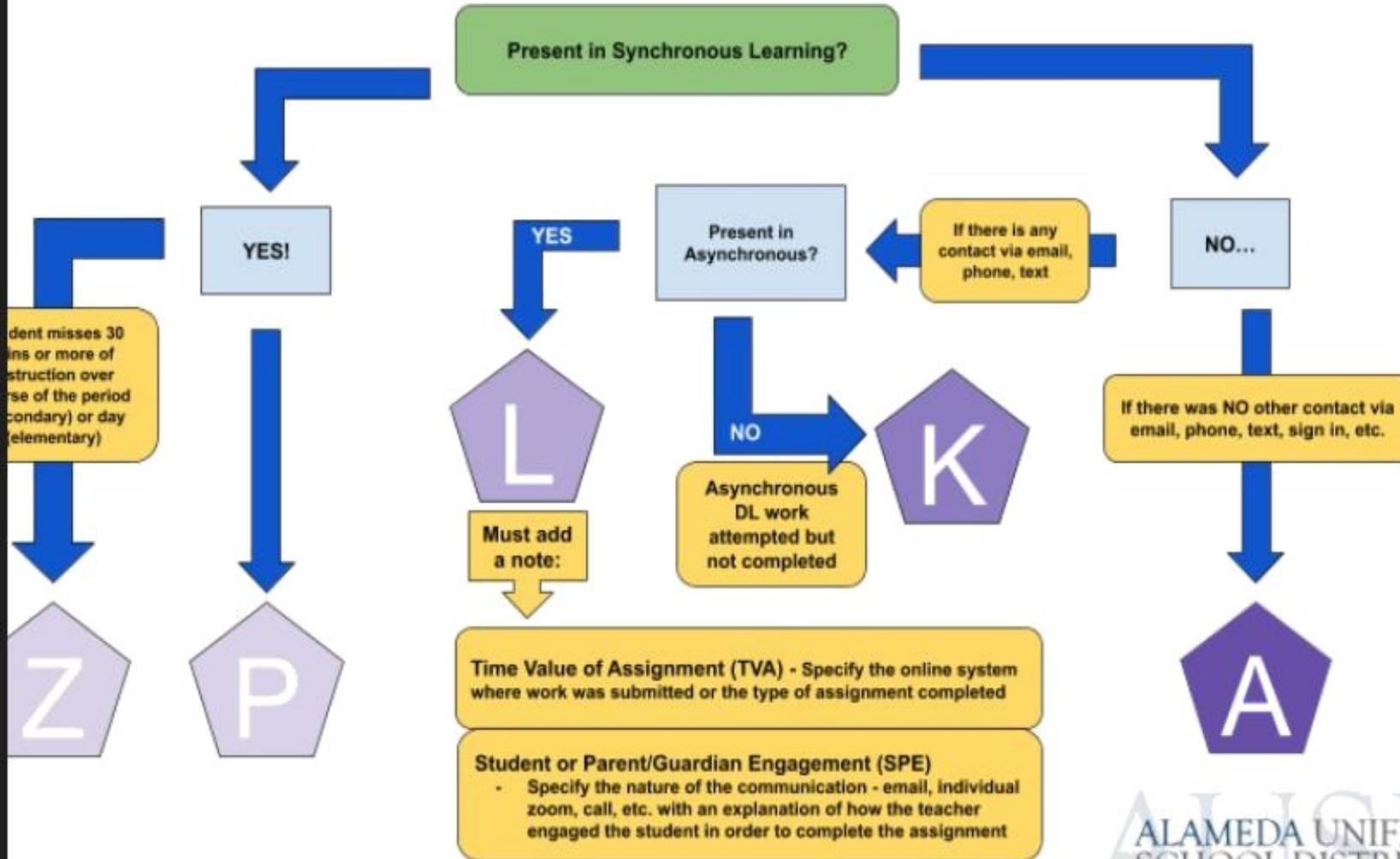
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

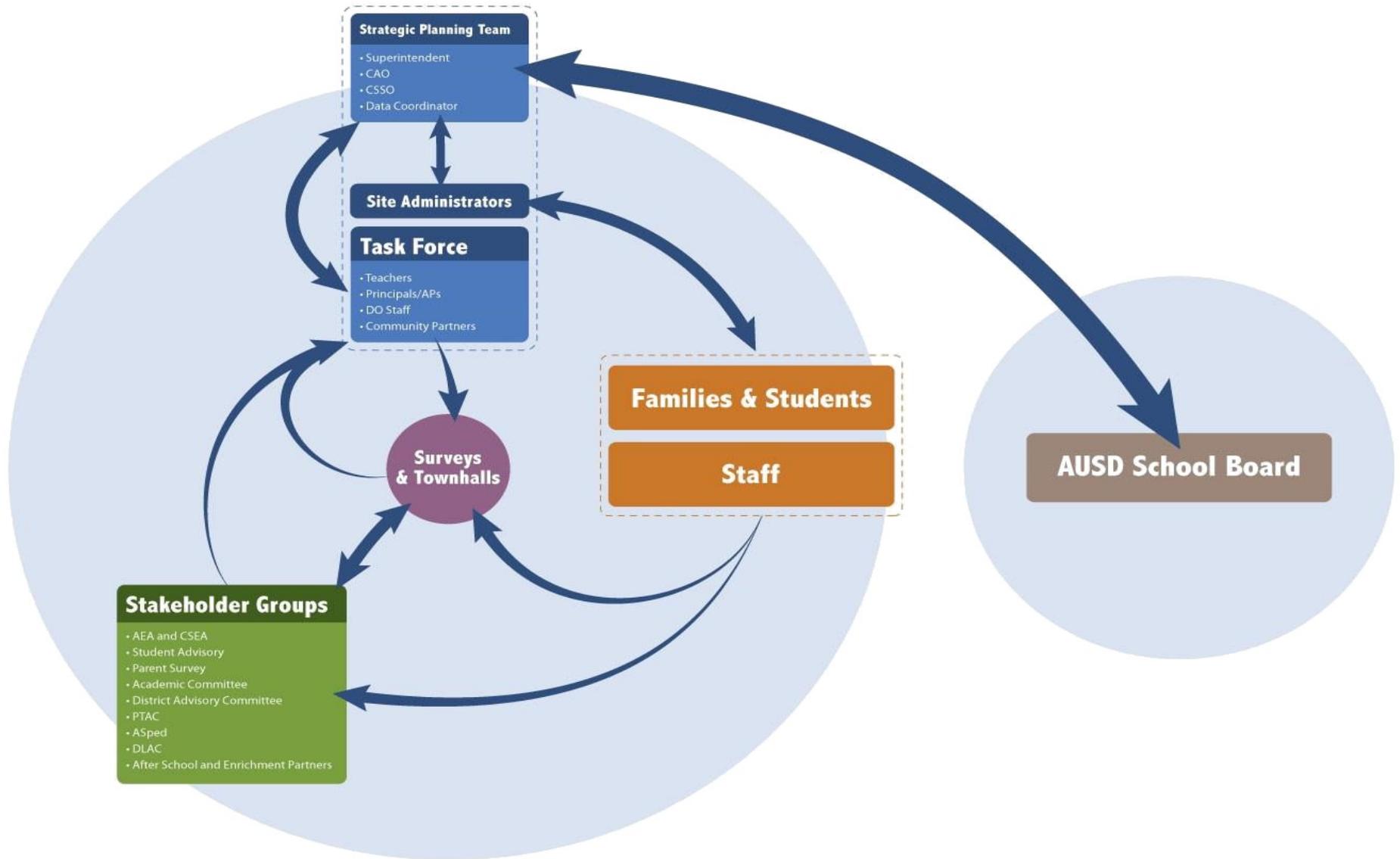


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

I:\cc\MedA\72 hour\13\usocor\span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25
School Year

School: Lincoln Middle School
CDS Code: 01611196090054
District: Alameda Unified School District
Address: 1250 Fernside Boulevard
Alameda, CA, 94501
Date of Adoption: 2/6/2025
Date of Update: 2/6/2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Shelia SatheWarner	Principal		2/7/25
Maahi Samant	Chair		2/7/25

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Lincoln Middle School Safety Committee

Kate Davis, Assistant Principal

Christine Weidler, Teacher

Joslyn Olsen, Teacher

Joan Hulihan, Office Manager

Assessment of School Safety

Current Status of School Crime at Lincoln primarily is focused on preventing vandalism. The campus is accessible from multiple points of entry and over the weekends each year we deal with spray painted vandalism 1-2 times per year. According to our suspension data the number one offense is taking something without permission, then will force used and third smoking. Our attendance data is outstanding and is consistently over 92%. We have only completed the SART process for one student this year and are in the process of the SARB process. No students have been recommended for expulsion. We do not have a campus supervisor, however, our head custodian is very present on campus, and the school is consistently not accessible to the public during the school day.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Our action plan for school wide expectations is sustained through our advisory period weekly. We reteach expectations through advisory. In addition, we have our PBIS manual posted on our internal website, as well as review it with staff monthly in our Tier 1 and Co Teaching collaboration. Our COST team has built in time at the end of our meetings to provide feedback to teachers to update them on students who have been referred to COST. Our Tier II menu continues to grow and we have added significantly more academic groups this year for both reading, math and school readiness or executive functioning. We have consistently used SABRES for our assessment, however we are working on an additional evaluation that we will use for various types of groups to do in addition to SABRES. We have at least two staff meetings per year dedicated to reviewing the data for COST and reviewing the expectations of teachers. We have also refined our understanding of how students are accepted into COST as well as exited, and we have clearly defined when we hold an SST.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student’s own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school’s Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can’t be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs
 Increase the percentage of students who have a trusted adult by 10%

Element:

Compare the wellness survey data from Spring 2022 to Spring 2023

Opportunity for Improvement:

Goal: Build restorative practices in the classroom to promote student’s socio-emotional safety and mental health

Objectives	Action Steps	Resources	Lead Person	Evaluation
Quiet corners in all classrooms	provide the materials to staff to create the quiet corner	Survey of staff for how often they have restorative circles?	Sheila SatheWarner	Walk through data on quiet corners
		Survey students out of class what would help them to stay in class?		

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Improve site safety with the installation of a push gate near the front bike racks of the school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Work with the district to get the funding for this push gate	Address in weekly site meetings	Minutes from meetings	Assistant Principal	Gate installed

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Lincoln Middle School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

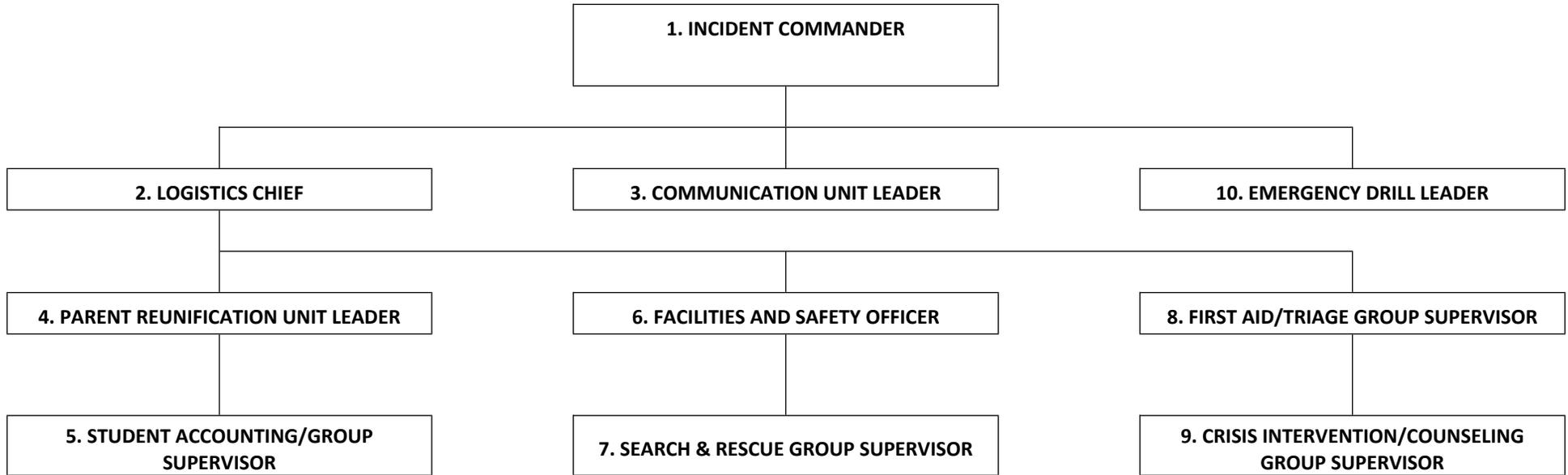
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	8/11/22	Emergency response training with all staff
Safety Committee Meeting	8/25/22	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	2/27/23	Safety Committee share out
Safety Committee Meeting	3/7/23	Table top drill and training planning
Faculty Meeting	2/27/23	Review of REMS roles and responsibilities
Safety Committee Meeting	4/18/23	Update Safety plan with revisions
Public Hearing	3/1/23	Safety plan review with community
School Community Meeting	3/1/23	SSC approval of plan

Lincoln Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Sheila SatheWarner 415-225-1800

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Jessica Lucio 510-207-1717

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Joan Hulihan 510-853-0809

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Jonquil Walls 510-491-6872

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Shane Reno 925-216-8370

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Steve Allen 510-561-3606

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Emilia Marchese-Barker 757-947-8251

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Kelsey Patterson Hall 760-815-3296

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Lee Reece 510-850-9273

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Jessica Lucio 5610-207-1717

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).
Organize supplies and treatment area.
Help with wounded.
Keep Check Out Station informed.
Request additional help (ambulances, etc.) through Check Out Station.
Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students. **WARNING:** The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle numberSheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-Medx72 Insr-Disaccr-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

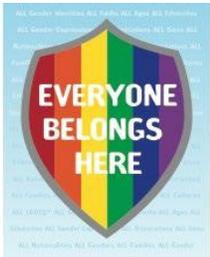
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

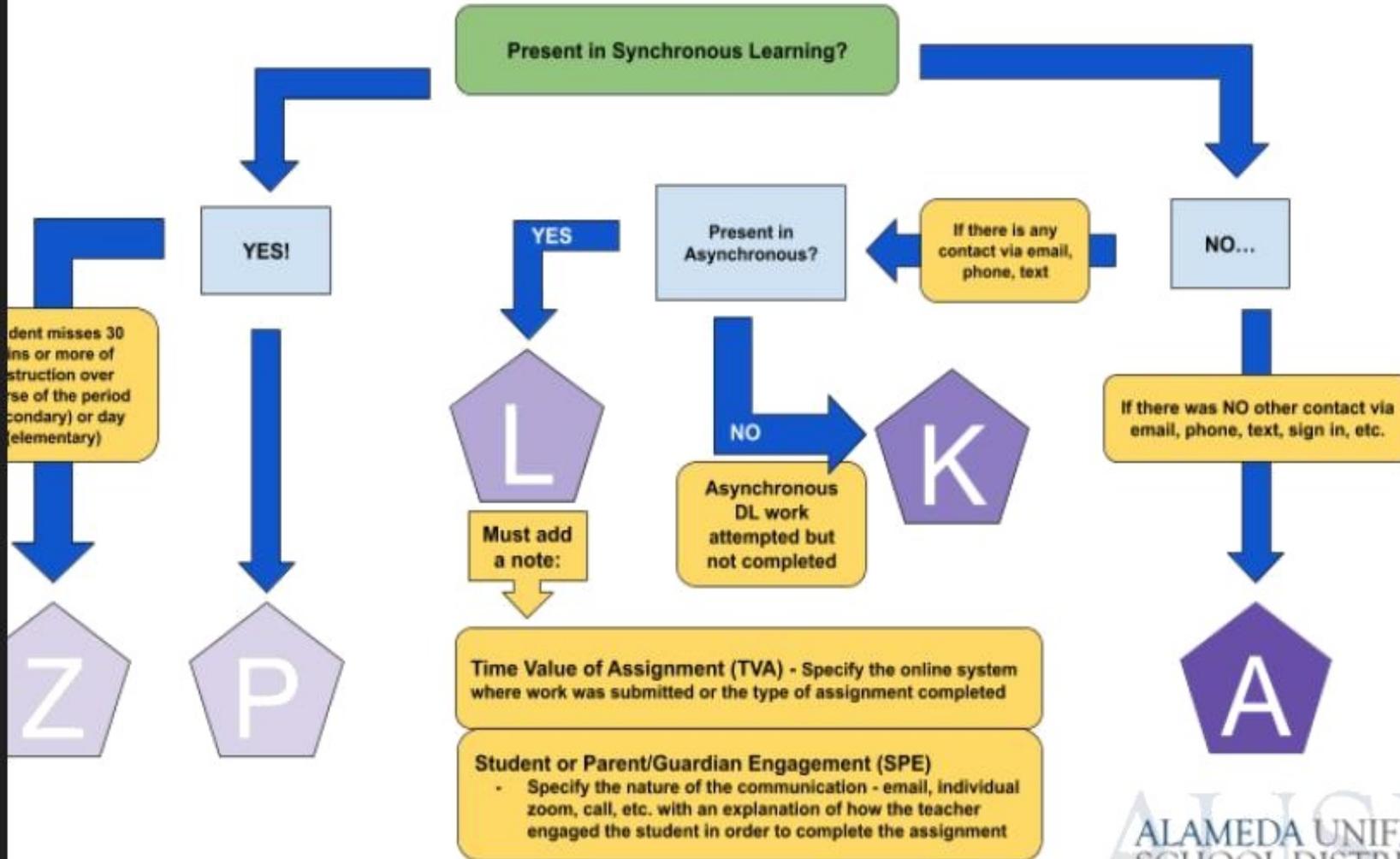
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

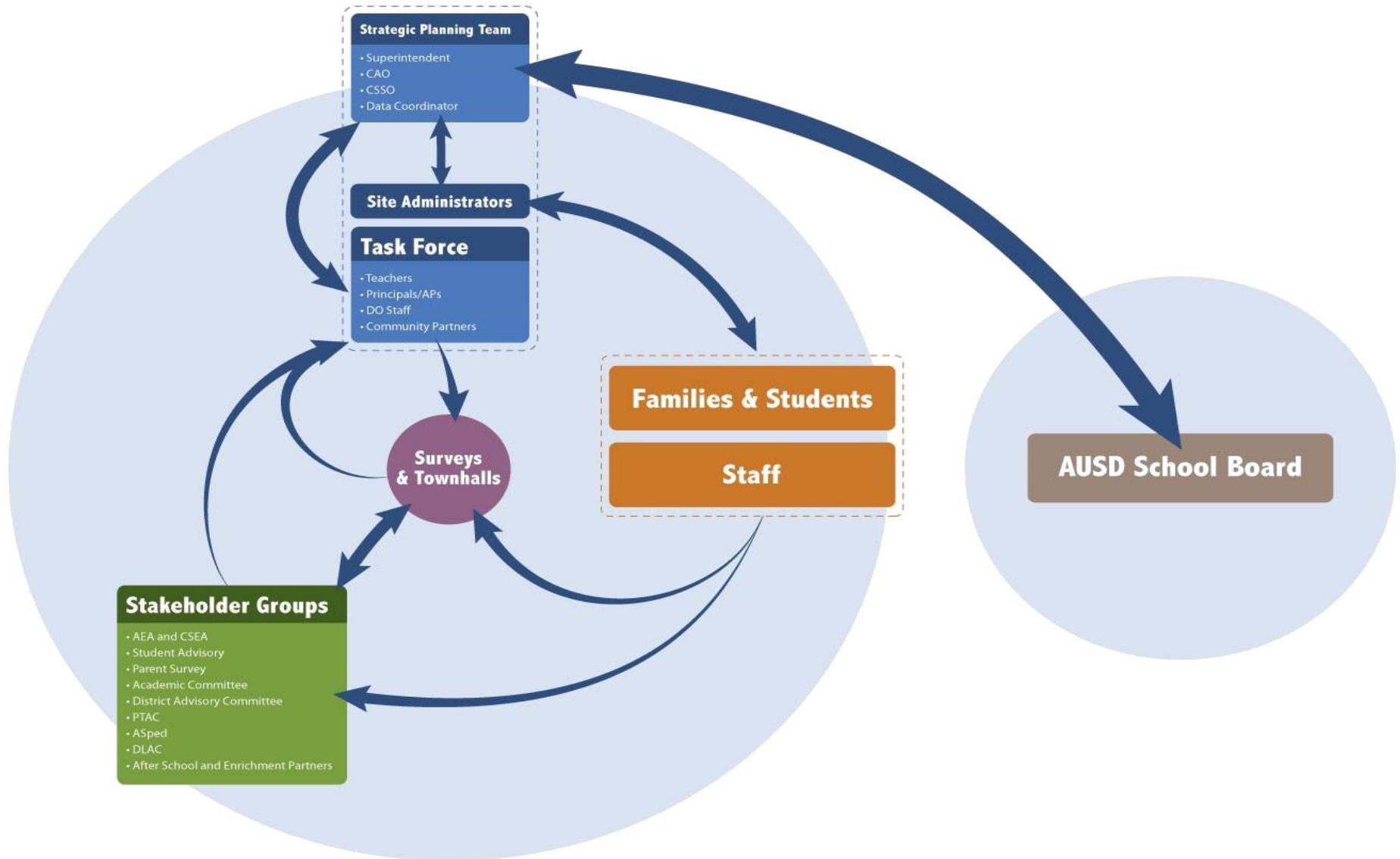


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

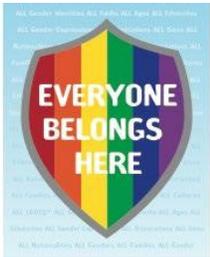
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

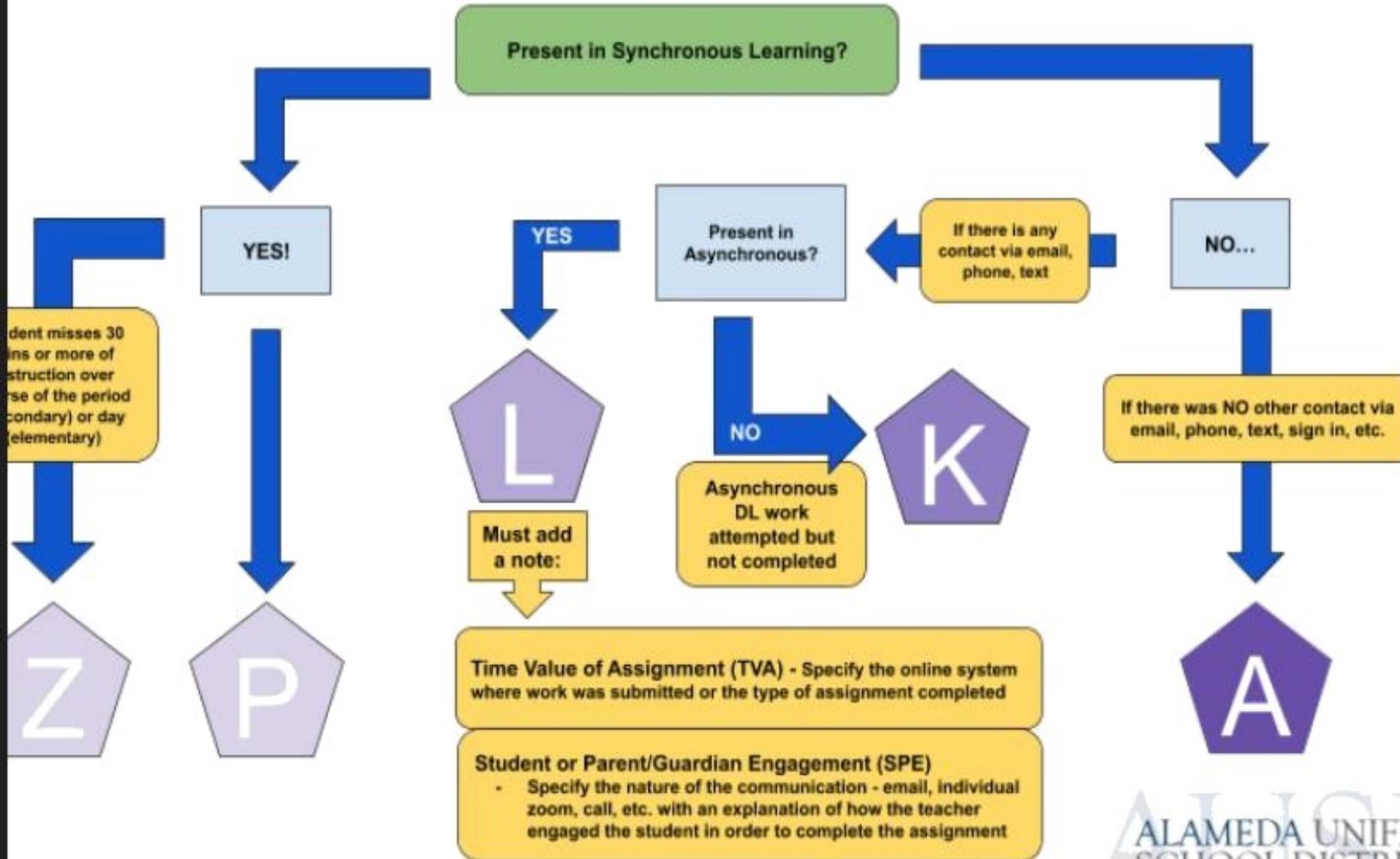
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

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The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25 School Year

School: Love Elementary School
CDS Code: 01611196090047
District: Alameda Unified School District
Address: 2025 Santa Clara Avenue
Alameda, CA 94501
Date of Adoption: 2.24.25
Date of Update: 2.24.25
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Catherine Gambertoglio	SSC Chair		2/24/2025
Tina K. Lagdamen	Principal		2.24.2025

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Love Elementary School Safety Committee

Tina K Lagdamen, Principal, Mark Segado, Assistant Principal, Sherry Rouse, Intervention, Neelab Sarwary, Office Manager,

Assessment of School Safety

Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Insert Aeries data here.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Action Plan for Multi-Tiered Systems of Support Implementation

2023 Spring TFI Rubric: 22-23 Love Spring TFI Rubric

School: Love Date:

School-wide Goal

(From TFI Rubric)

What?

(Activity Task Analysis/ Steps)

Who?

(State Names)

By When? (Provide Dates)

1.8 Classroom Procedures

To earn a 2=

Each classroom has the expectations posted in a visible location.

Evidence that all teachers have taught basic classroom routines and provided re-teaching as necessary

PBIS team has taken data on distribution of incentive tickets to guide needed PD for classroom teachers

Make sure every classroom has a behavior poster or matrix –could help students to post them in a similar place (Ex: next to the day's agenda, on the classroom door, etc...)

Amanda

August 2023

1.9 Feedback and Acknowledgment

To earn a 2=

90% of staff interviewed (certificated and classified) report handing out at least one incentive ticket within the month

At least 50% of students interviewed reported reviewing incentive ticket within the month

The site has a variety of ways that the recognition tickets are used (Ex: raffles, grade level competitions)

Evidence that student input has gone into incentive systems is evident

Survey fifth graders on the incentive system—what would they like to earn from Eagle Eye raffle?

Amanda, fifth grade teachers

October 2023

1.10 Faculty Involvement

To earn a 2=

Evidence that staff have been shown PBIS data (minor discipline/ODRs/incentive data) at least quarterly

Evidence that staff have provided feedback on incentive systems and discipline systems is evident.

Revise uh-oh form - add behavior request section?

Revise office referral form

PBIS Team

PBIS Team

October 2023

October 2023

1.11 Student/Family/Community Involvement

To earn a 2=

Students and/or families participate in the PBIS team or there is evidence of student and/or family input or involvement into PBIS/Culture & Climate work during the present school year.

Send out quarterly PBIS updates to families

PBIS Team

Once a trimester for 2023-2024 school year

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.

- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
 - Routinely check that battery-operated equipment is in working condition.
- Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.
4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Utilize PBIS to help students to follow the rules in a positive manner.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Constantly teach and refer to schoolwide expectations.	Toolbox/ Life Skills awards	schoolwide posters, pictures, and lessons reteaching expected behaviors.	Sherry Rouse	Discipline Data
Provide students with more praise than correction	Distribute Eagle Eyes when students are observed modeling expected behaviors.	The 4 B's posters, eagle eye slips	PBIS Team	Number of incentives being given based on eagle eyes received.
Look for the positive first and provide positive, immediate, frequent, and explicit feedback.	Distribute Eagle Eyes, Schoolwide Assemblies, Grade Level aligned lesson planning around the 4 B's, community meeting	Lesson Plan resources, eagle eye slips, bin to fill with eagle eyes for incentives,	Intervention Lead	Discipline data, amount of incentives given out.

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: We have adopted a unified set of school-wide rules. You will see these rules in classrooms and in our hallways

Objectives	Action Steps	Resources	Lead Person	Evaluation
Utilize the 4B's matrix to ensure a schoolwide standard of behavior throughout the campus.	explicitly teach the 4B's, schoolwide assemblies, incentive plans	lesson materials, eagle eye slips, staff time and effort	Sherry Rouse and Assistant Principal	Uh Oh data, Student small groups, academic growth.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Love Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

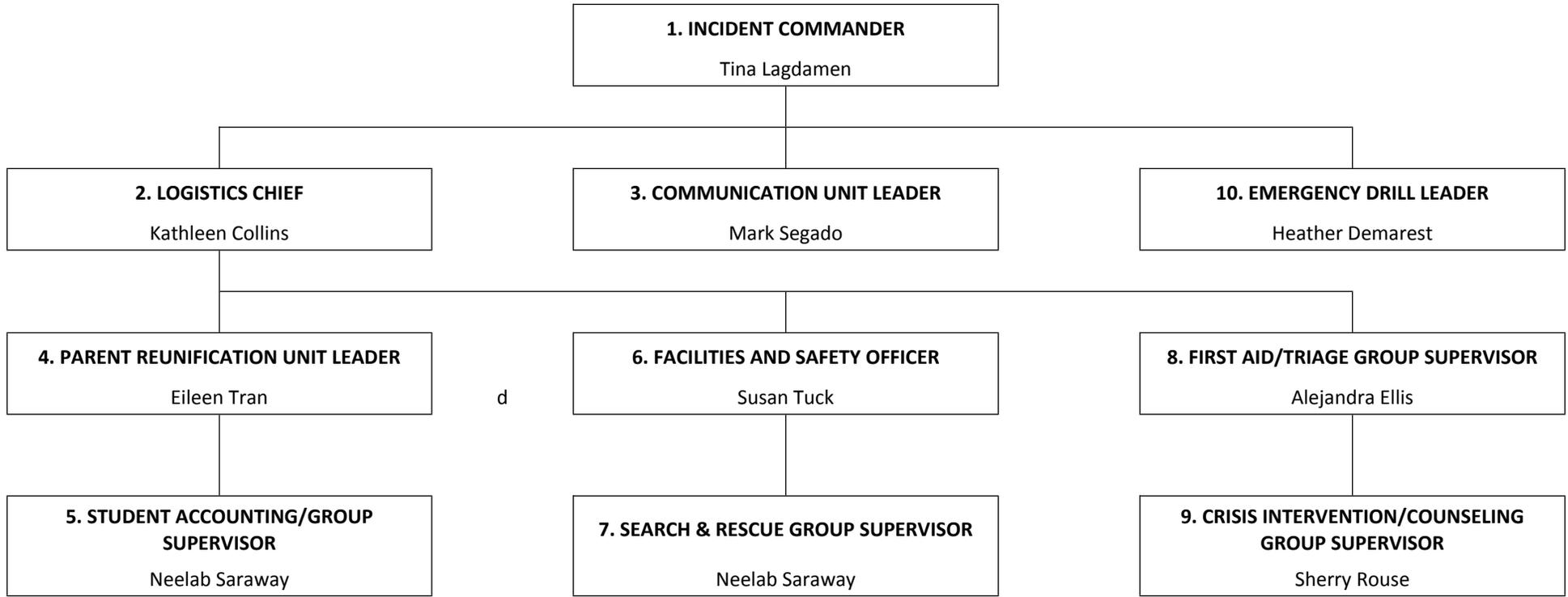
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting		Emergency response training with all staff
Safety Committee Meeting		Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	2/24/25	Safety Committee share out
Safety Committee Meeting	2/6/25	Table top drill and training planning
Faculty Meeting		Review of REMS roles and responsibilities
Safety Committee Meeting		Update Safety plan with revisions
Public Hearing		Safety plan review with community
School Community Meeting	2/24/25	SSC approval of plan

Love Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Tina Lagdamen 510-822-0297 510-459-7294

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Mark Segado, Assistant Principal 650-580-0690

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Mark Segado, Assistant Principal , 650-580-0690

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Eileen Tran, Attendance, Office Assistant

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Neelab Sarwary

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Neelab Sarwary

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Alejandra Ellis 650-771-6223

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Sherry Rouse 415-351-9243

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Susan Tuck 774-285-4096

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Tina Lagdamen 510-459-7294

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by Tina Lagdamen 510-459-7294

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT Alejandra Ellis

TRIAGE Alejandra Ellis

RECORDER Eileen Tran

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Blacktop (Basketball Court)

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate.

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal’s office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	
Birth date:	
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

Evcc-Medx72-Header-Disaccor-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President
Gary Lym, Clerk
Gray Davis, Trustee
Ardella Daily, Trustee
Gray Davis, Trustee
Will Lau, Student Board Member
Brian Lin, Student Board Member
Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President
DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

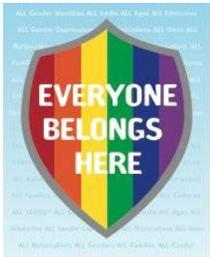
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

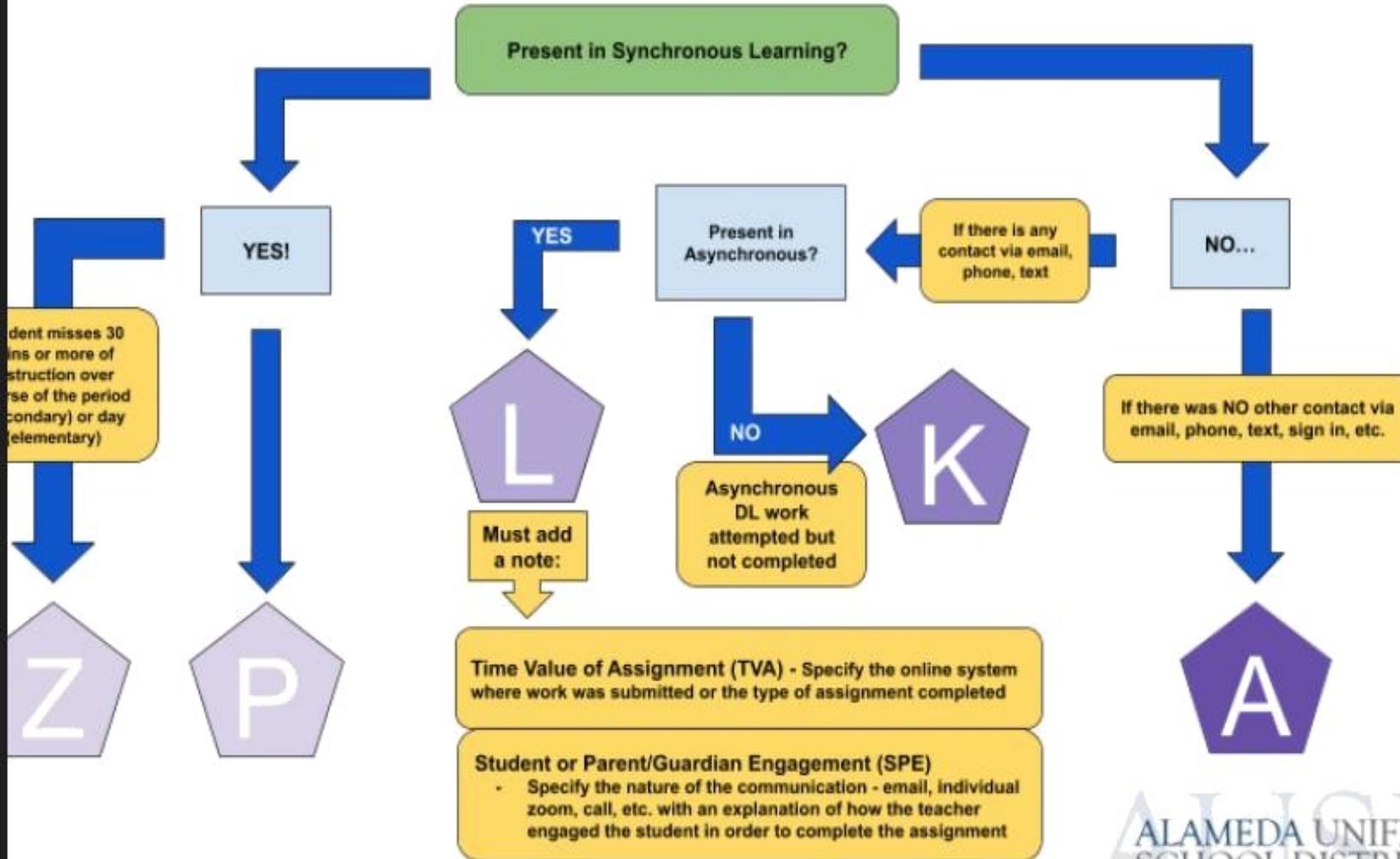
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

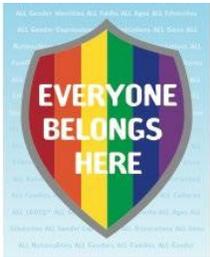
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

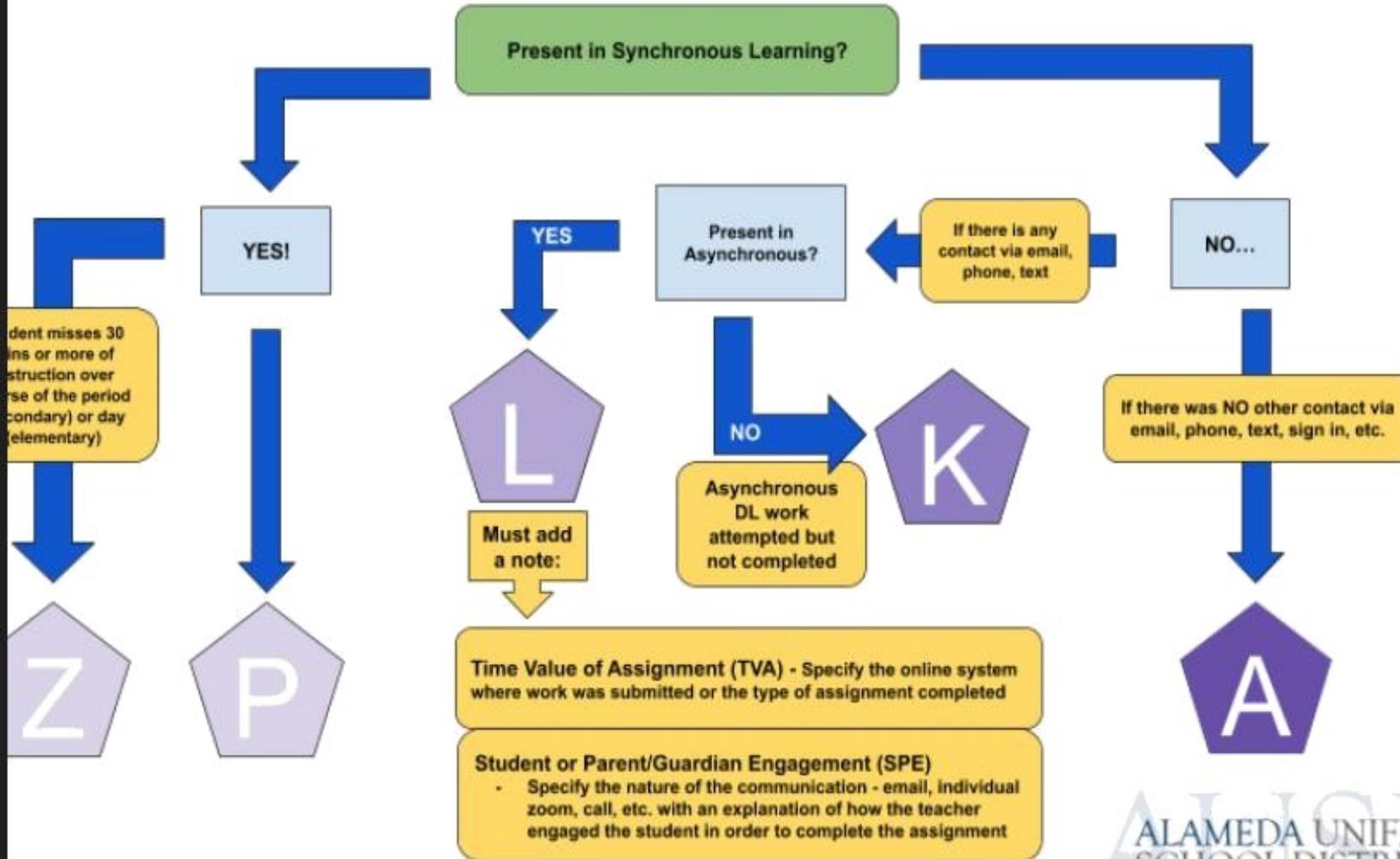
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

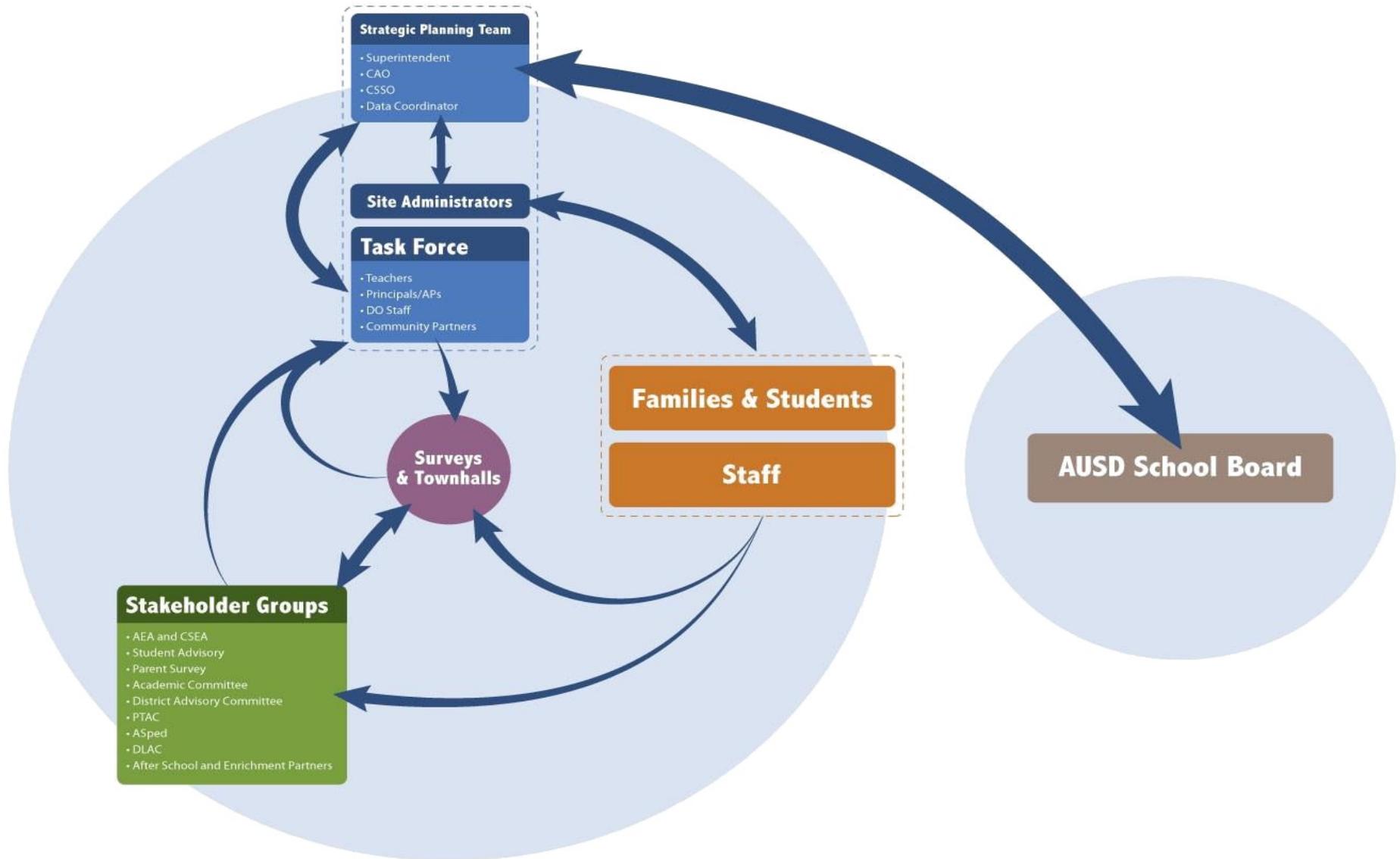


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
--	---

*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

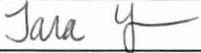
ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25
School Year

School: Maya Lin Elementary School
CDS Code: 01611190139220
District: Alameda Unified School District
Address: 825 Taylor Avenue
Alameda, CA 94501
Date of Adoption: 1/30/2025
Date of Update: 10/21/24
Date of Review:
- with Staff 10/21/24
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Karen Ringewald	Principal		3/17/25
Tara Yudenfreund	SSC Chairperson		3-17-25
Ivonne Newman	SSC Member		
Mari-Anna Bergeron Doherty	SSC Member		
Katie Lloyd-Lovett	SSC Member		
Patricia Sanchez	SSC Member		
Rosie Garcia	SSC Member		

Comprehensive School Safety Plan

2024-25 School Year

School: Otis Elementary School
CDS Code: 01 61119 6090021
District: Alameda Unified School District
Address: 3010 Fillmore Ave
Alameda, CA 94501
Date of Adoption: 3.12.2025
Date of Update: 3.12.2025
Date of Review:
- with Staff SSC, 3/12/25
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Brian Dodson	Principal		3.17.2025
Emily Fedman	SSC Chairperson		3.17.2025

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Otis elementary Office.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Otis Elementary School Safety Committee

Brian Dodson-Principal
Manya Morris- Office Manager
LaShonda Knox- Attendance Clerk
Lisa Goodwin- Teacher
Alicia Glidden- Teacher
Monica Dortch- Teacher
Olivia Salmon- Teacher
Erin Cogan- Teacher

Assessment of School Safety

Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at school related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The school uses PBIS (Positive Behavior Interventions & Supports) in order to support all students in maintaining a safe environment on campus. PBIS provides the Tier I framework to ensure that all students are taught the appropriate behavior expected at school and then works to positively reinforce those taught behaviors. The Culture & Climate team reviews our school-wide TFI (Tiered Fidelity Inventory) annually in order to determine what action steps need to be taken in order to create a more safe and nurturing environment to learn.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.

- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site.

The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

REMS Packet:

https://docs.google.com/document/d/e/2PACX-1vQZ-iBvru8GNOGI8upbX7OLRUyJiH3g_BfNioV1udCPSFlgADAQD1x-2La2Imfd2Yw7vEnLYgXZyvyp/pub

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.
4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.

- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a “burn page” or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.

- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education

Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5) Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems

- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion

- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site. The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
2060 Challenger Drive
Alameda, CA 94501
(510) 337-7095
kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability

- Strategies to prevent harassment in the workplace
- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.
- All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.

- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.
- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the "Students Cannot Wear" and "Students MUST Wear" sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer

immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Otis Elementary staff will continue to implement the Toolbox SEL curriculum to provide students with the tools to make safe and responsible choices and foster their independence.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students learn internal tools to help independently solve problems at school and will generalize to other environments as well.	Monday morning gatherings will focus around a single toolbox tool to build shared understanding and sustain a school wide focus for a given week.	Toolbox Teacher Manual, trade books, lanyards, and posters purchased for all classroom teachers	Brian Dodson- Principal	ODRs and Toolbox Reflection sheet data.

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Routines and procedures will be established to ensure that the Otis campus takes mitigating factors to ensure that the campus is as secure as possible.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Safety drills will be held monthly to prepare for fire, earthquake and dangerous intruders (ALICE).	Schedule drills with office manager on yearly calendar. Ensure all staff are trained at September 2024 staff meeting regarding safety procedures and protocols. Hold parent meeting regarding ALICE protocols.	ALICE presentation, emergency resource bag per classroom, evacuation map posted in each classroom	Brian Dodson	Walkthroughs by site administrator

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Otis Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix:

<https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, “LOCKDOWN, There is an active shooter in the Computer Lab,” or “LOCKDOWN, an armed gunman is walking through the first floor long hallway.”

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter’s whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity. If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed

- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

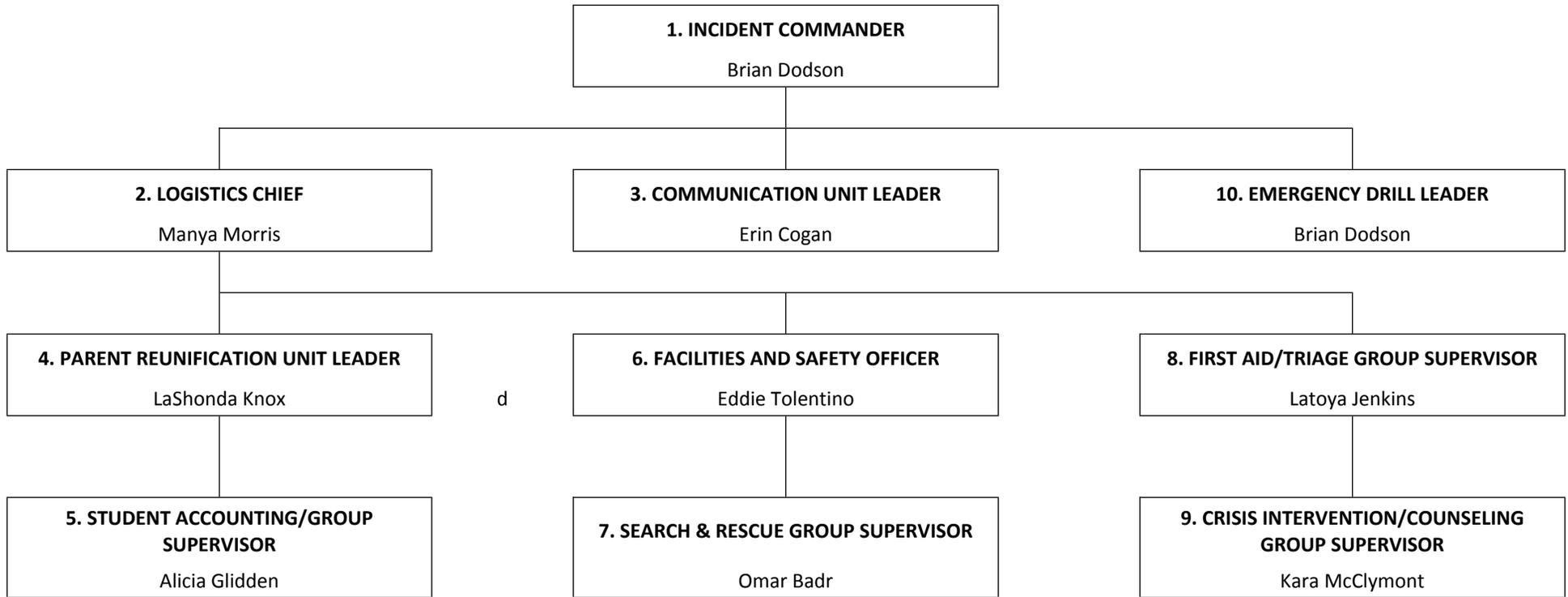
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	Pasquale Scuderi, Superintendent
Other	County of Alameda	510-208-9770	Kirstin Zazo
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	
City Services	County of Alameda	925-803-7800	
Law Enforcement/Fire/Paramedic	Bomb Squad, Hazardous Materials Unit, Non-Emergency	748-4601	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	9.9.2024	ALICE Training with staff
Lockdown ALICE drill	9.29.2024	
Lockdown ALICE drill	3.25.2025	
Comprehensive School Safety Plan Review	3.12.25	Review CSSP prior to sending to board for approval

Otis Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?

8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

A. Report immediately to the Command Post with:

1. Master keys
2. Current roster of students and staff
3. Emergency forms and documents
4. Office supplies to assist unit leads

B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

A. Team up with other personnel as a member of a Site Emergency Team, otherwise:

B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.

B. Check the site completely for:

1. Fire and electrical hazards
2. Chemical hazards (Chlorine storage)
3. Other hazards

C. Notify Site Manager of hazards and services needed

D. Barricade hazardous areas using whatever materials handy

E. When site is secure, report to the Command Post for direction

F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

A. Respond immediately to emergency signals requiring specific actions and check in on Share911

B. If signal is one to Leave Building, know if signal is for:

1. Fire evacuation
2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Brian Dodson, 510.229.7208

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Manya Morris, 510.331.7950

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Lashonda Knox, 510.472.1024

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Lashonda Knox, 510.472.1024

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Omar Badr, 510.328.0487

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Lisa Goodwin, 510.381.9477

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Latoya Jenkins, 510.748.4017

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Camilo Garcia, 510.748.4017

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Eddie Tolentino, 510.890.8952

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary

- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Brian Dodson, 510.229.7208

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Brian Dodson

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT Latoya Jenkins

TRIAGE La Shonda Knox

RECORDER Manya Morris

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign “Incident Command Center”

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located at the stage at Krusi Park

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Office Manager

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, “LOCKDOWN, There is an active shooter in the Computer Lab,” or “LOCKDOWN, an armed gunman is walking through the first floor long hallway.”

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter’s whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity. If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.

d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: "I'm sorry, I did not understand you. What did you say?"
- b) Use Bomb Threat Checklist (see form at the end of this "Bomb Threat" section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.

e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.

If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.

Move to an area of safety and maintain control of students.

Notify principal of students needing first aid as necessary.

Fight incipient fires without endangering life.

Take roll. Report absent students to principal.

Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 1. Disturbing the Peace
 2. Trespassing
 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.

- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm and report on Share911.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety, and maintain control of students.
- Use Share911 to report students absent, found or needing first aid as necessary.
- Fight incipient fires without endangering life.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.

- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.

- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *important,*
 - *must leave now*
 - *elevator closed*
 - *emergency*
 - *fire*
 - *stairs there*
 - *keep calm*
 - *fire exit*
 - *okay*

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle numberSheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Current Specialty Physician: Specialty:	Emergency Phone:		
	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
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*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

I:\cc\Medn72\hour\11\usocor\span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 	\$99,050	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE. 2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments. 3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers. 4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities. 5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

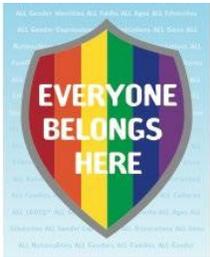
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

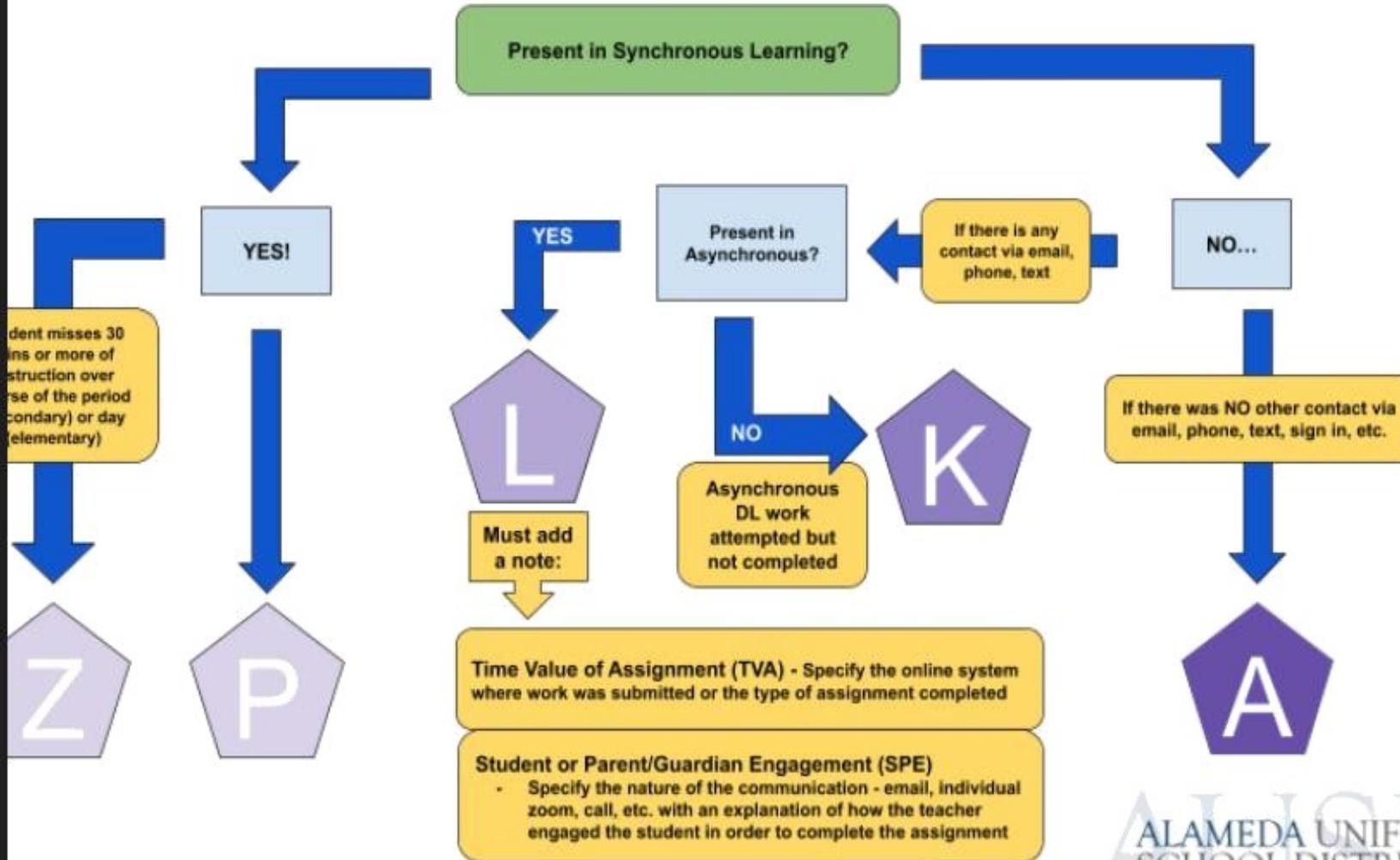
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

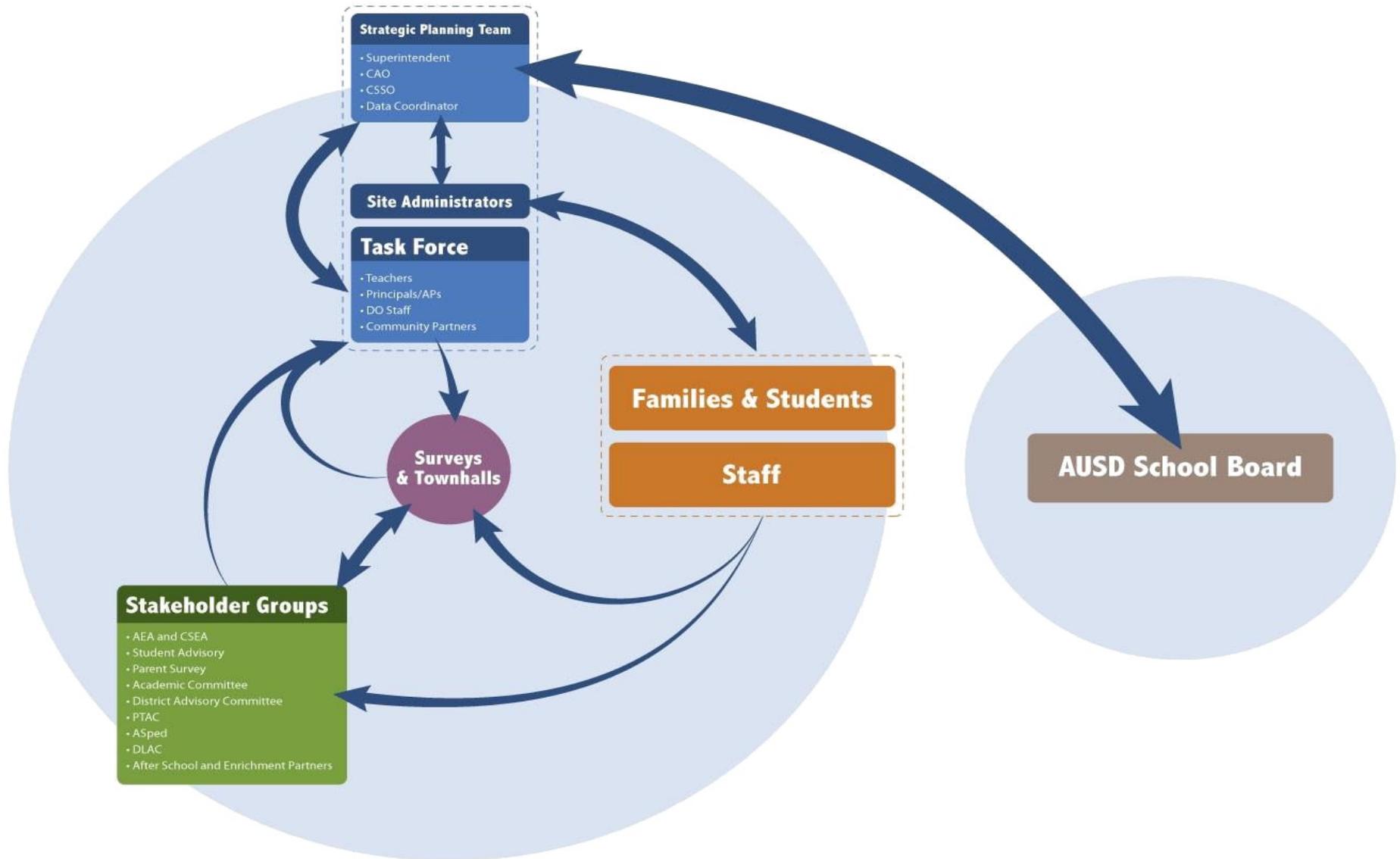


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Comprehensive School Safety Plan

2024-25 School Year

School: William G. Paden Elementary School
CDS Code: 01 61119 6090120
District: Alameda Unified School District
Address: 444 Central Ave.
Alameda, CA 94501
Date of Adoption: 2/26/2024
Date of Update: 2/26/2024
Date of Review:
- with Staff 2/28/2024
- with Law Enforcement
- with Fire Authority

Approved by:

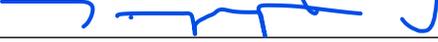
Name	Title	Signature	Date
Rose Coffield	School Site Council Chairperson		2-28-2025
Serena Kielty	School Site Council Chairperson		2-28-2025
Tri Nguyen	School Principal		2-28-2025

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 444 Central Ave.

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

William G. Paden Elementary School Safety Committee

Site Safety Coordinator Tri Nguyen
Head Custodian Mark Gelico
Office Manager Andre Patolot
Heath Yessey D'Orazi
Community Member Wendy Baty
Campus Supervisor Tri Nguyen

Assessment of School Safety

Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Insert Aeries data here.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Our staff adheres to the Positive Students Interventions and Support Model when providing feedback to students. We actively teach, model, reinforce, and celebrate behaviors such as being safe, kind, and responsible across different areas of the campus. Furthermore, we align these expectations with the Toolbox Project, which equips students with self-advocacy, empathy, patience, and mindfulness strategies to navigate challenges they may encounter on campus.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on student information system (Aeries).
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting

requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made

in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
 - Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
- With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Students and staff have monthly drills to ensure proper evacuation process. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: By 2026-2027 we will reduce suspensions behaviors of unduplicated students by 50%. As a team we very rarely suspend but students do still spend a significant amount of time out of class with restorative work.

Equitable (AA/EL/IEP/CCEIS):

All of the above will be measured in year one as we gather our baseline.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce Behaviors that can lead to Suspensions	Implement proactive systems in place (structured play, social groups, in-class intervention, reteaching of Toolbox for Learning)	Toolbox for Learning, PBIS, and TOSA	C&C Team, TOSA	Principal and C&C Team

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Provide additional exit route in an emergency in order to promote physical safety of the students and staff during an emergency

Objectives	Action Steps	Resources	Lead Person	Evaluation
Assessment of exit routes and locate any routes that may changes	Regularly assess exit routes for potential issues, practice evacuations to ensure a safe and orderly process, and continuously gather feedback to adjust routes based on emergencies and individual needs.	MOF if needed	Principal	Review Exit Routes with MOF if necessary

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

William G. Paden Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

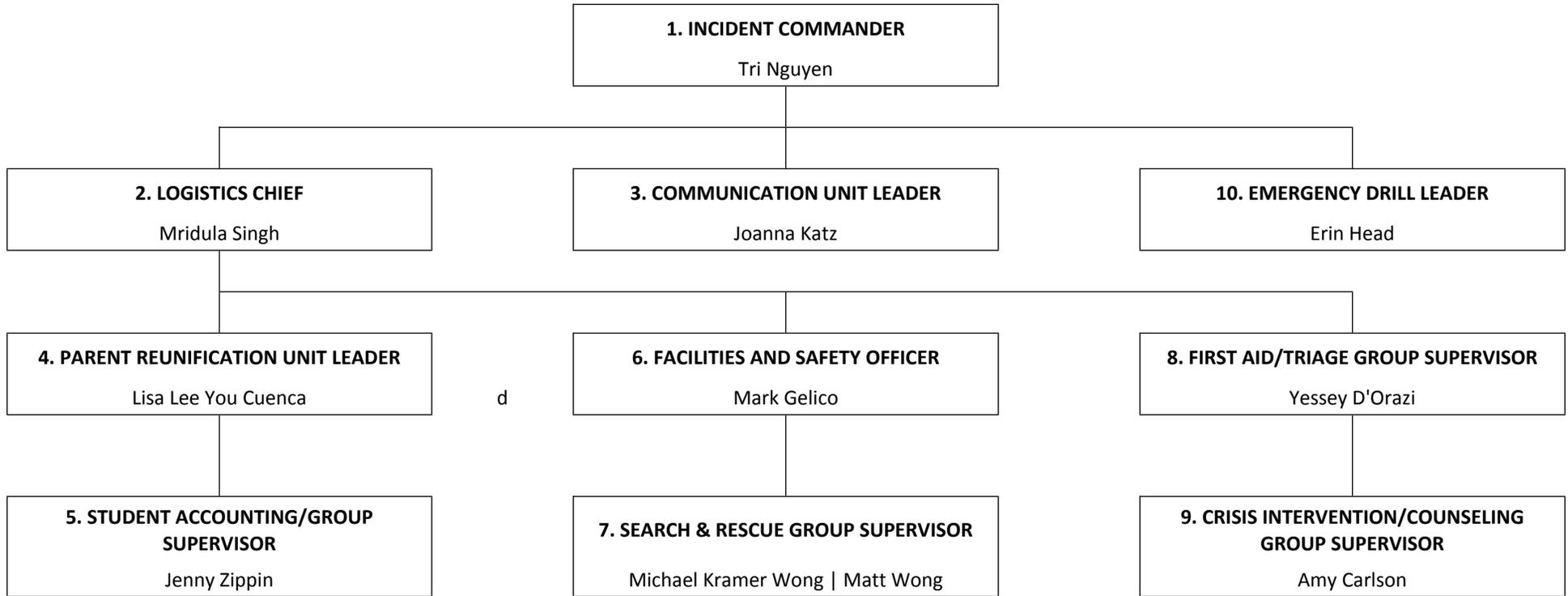
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	Pasquale Scuderi
Other	County of Alameda	510-208-9770	Kirsten Zazo
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	Tanya Harris
Law Enforcement/Fire/Paramedic	Police Department	911	Monty Patterson
Other	Hazardous Materials Unit	510-567-6702	Susan Davis
Other	Health Department - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	Red Cross	510-595-4400	
City Services	City of Alameda	510-749-5885	
City Services	County of Alameda	925-803-7800	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	August 2024	Emergency response training with all staff
Safety Committee Meeting	August 2024	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	September 2024	Safety Committee share out
Safety Committee Meeting	September 2024	Table top drill and training planning
Faculty Meeting	September 2024	Review of REMS roles and responsibilities
Safety Committee Meeting	October 2024	Update Safety plan with revisions
Public Hearing	February 2025	Safety plan review with community
School Community Meeting	February 2025	SSC approval of plan

William G. Paden Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members

Incident Commander:

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief:

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader:

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor:

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor:

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor:

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor:

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer:

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader:

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

SEARCH TEAM #1

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

TRIAGE

RECORDER

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal’s office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
 "I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud"

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step 1: Assess the injured party's condition and determine if first aid or CPR is necessary.

Step 2: If 911 needs to be contacted, delegate another individual to make the call while you administer first aid or CPR.

Step 3: Assign someone to inform others and gather any necessary emergency equipment or information.

Step 4: Once it is safe, activate the 911 alert system to notify staff that an ambulance is en route.

Step 5: Allocate staff to designated gates or entrances to assist emergency services in reaching the injured party quickly.

Step 6: All staff members must complete and submit an Accident Report to the administration for any on-campus injuries.

Step 7: Ensure that Accident Report forms are forwarded to the business office promptly.

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff

traumatized by the event.

3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card		
Student Name:		Birth date:
Blood Type:	Allergies:	
Physical Limitations:		
Communication Difficulties:		
Adaptive Equipment::		
Primary Care Physician:	Emergency Phone:	
Specialty Physician:	Emergency Phone:	
Insurance Company :	Policy Number:	
Medications		Dosages/Frequency

Evcc-MedIn72-Header-Disseccor-Span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

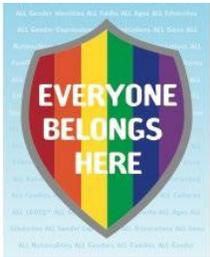
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

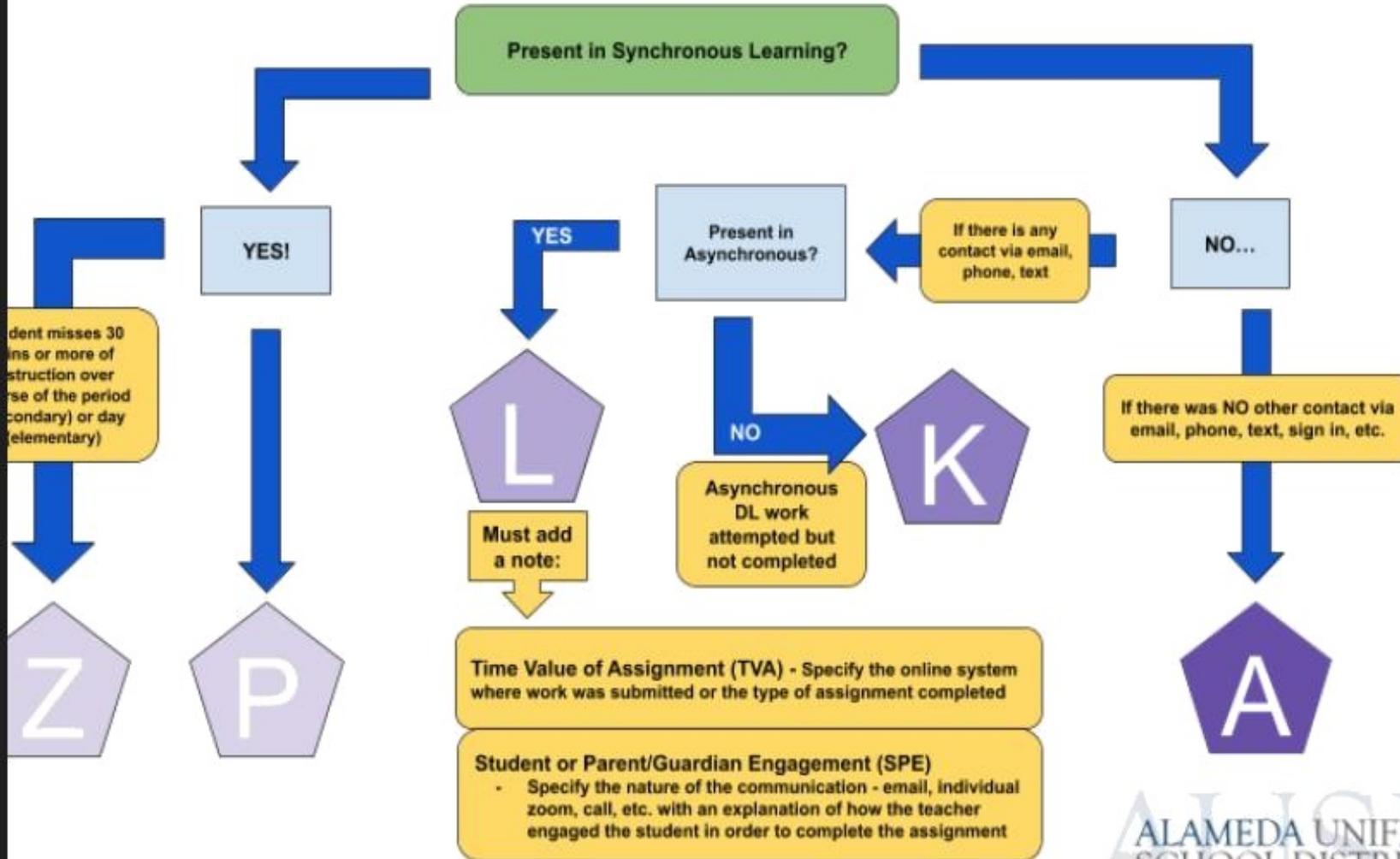
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.



Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<ul style="list-style-type: none"> June 9 June 23 July 17 July 22 August 5 August 25

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

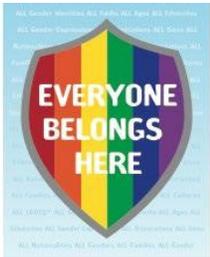
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

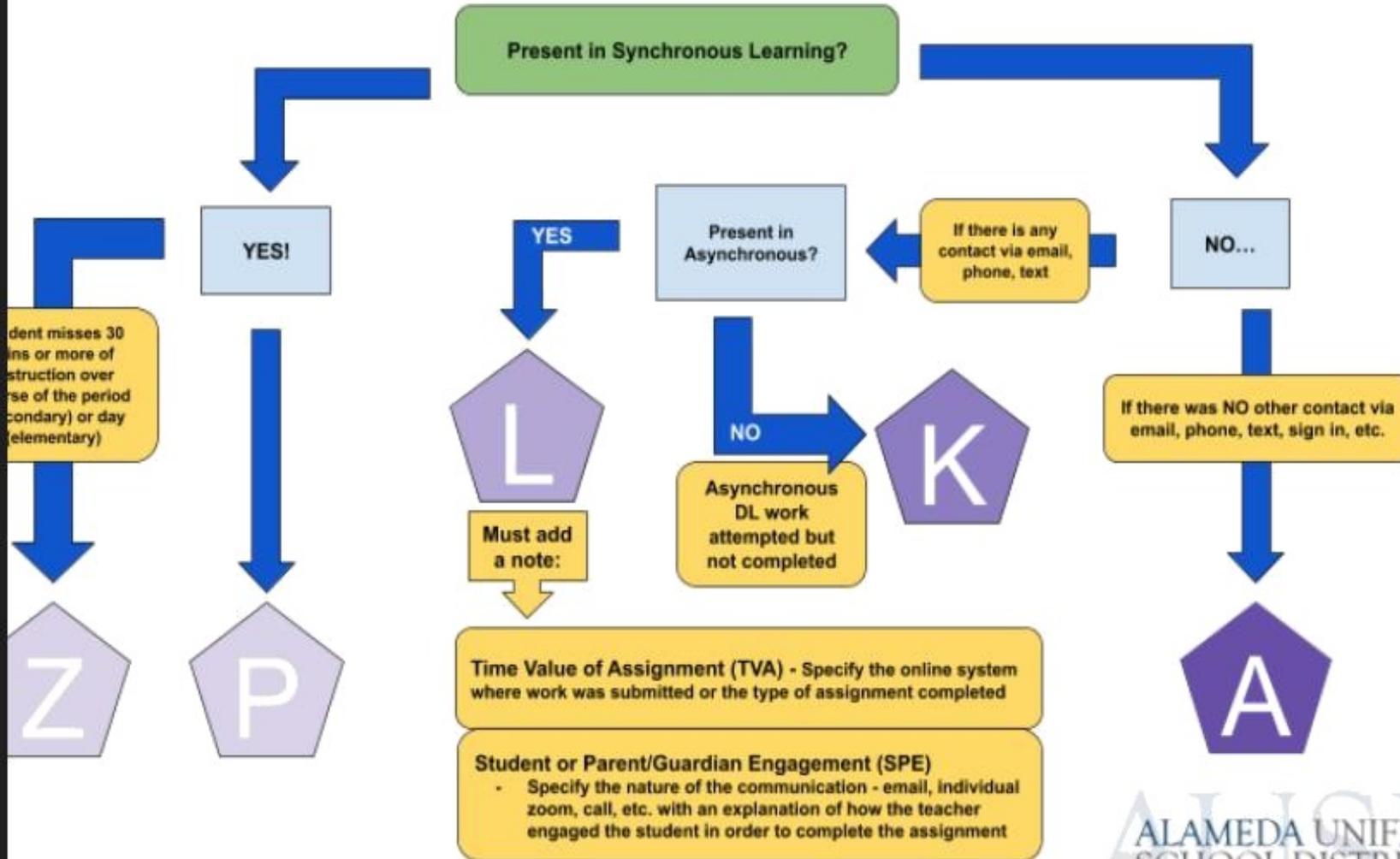
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

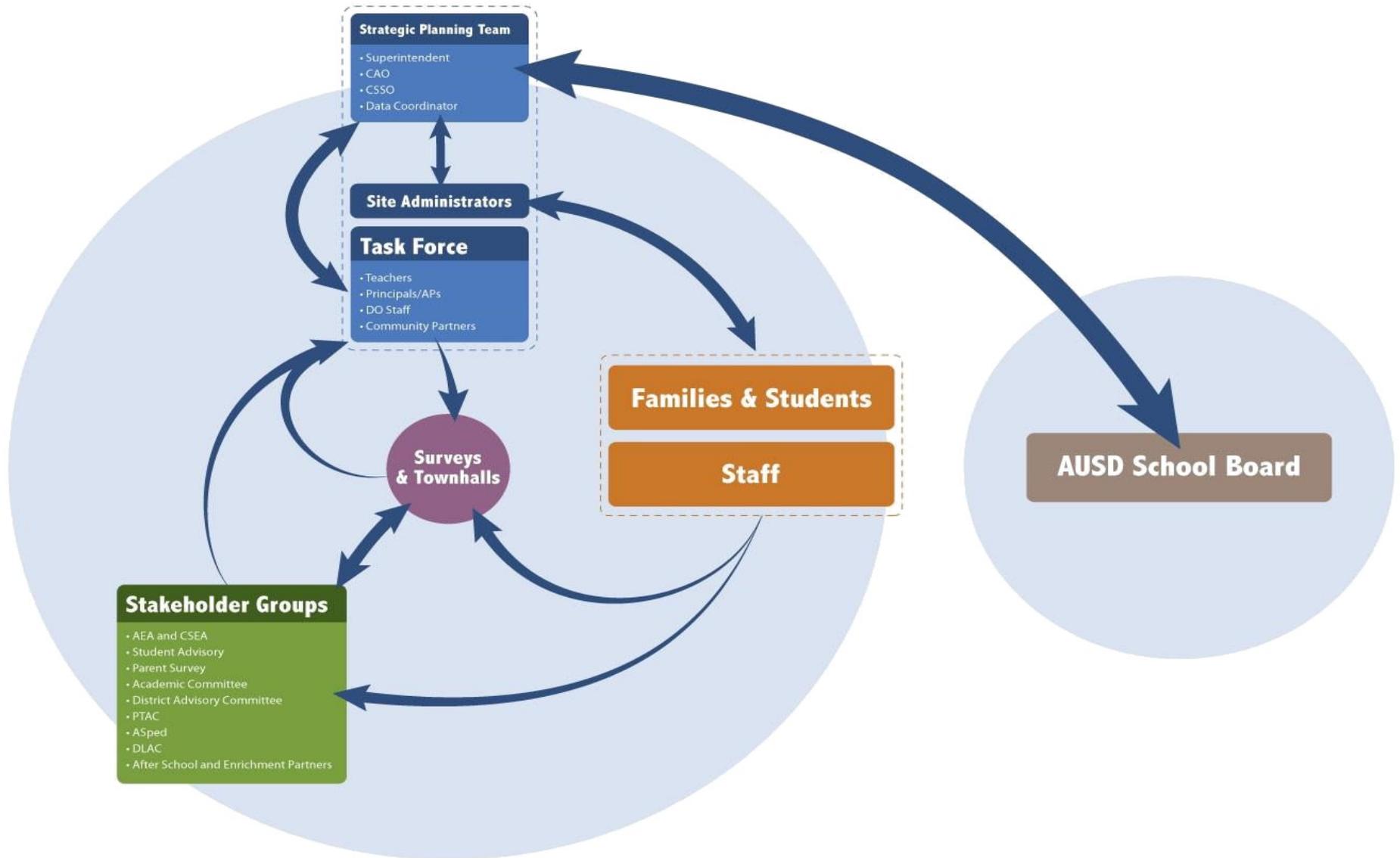


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
 - *important,*
 - *must leave now*
 - *elevator closed*
 - *emergency*
 - *fire*
 - *stairs there*
 - *keep calm*
 - *fire exit*
 - *okay*

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:		Emergency Phone:	
		Fax:	
Current Specialty Physician:		Emergency Phone:	
Specialty:		Fax:	
Current Specialty Physician:		Emergency Phone:	
Specialty:		Fax:	
Anticipated Primary ED:		Pharmacy:	
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>Synopsis:</p> <p>_____</p> <p>_____</p>	<p>Baseline physical findings:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline vital signs:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Baseline neurological status:</p> <p>_____</p> <p>Blood Type:</p> <p>_____</p>
--	---

*Consent for release of this form to health care providers

Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

I:\cc\Medn72\hour\11\usocor\span.doc

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

**2024-25
School Year**

School: Ruby Bridges Elementary School
CDS Code: 01 61119 0111765
District: Alameda Unified School District
Address: 351 Jack London Ave.
Alameda, CA 94501
Date of Adoption: 3/7/25
Date of Update: 3/7/24
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

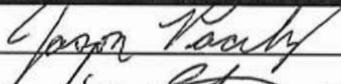
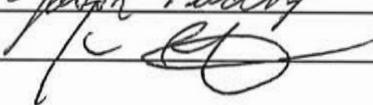
Name	Title	Signature	Date
Jason Pacely	SSC Chair		3-7-2025
Juan Flores	Principal		3-7-2025

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Ruby Bridges Elementary School Safety Committee

Juan Flores

Jessica Siebert

Glenda Machrus

Loni Carrasco

Assessment of School Safety

Current Status of School Crime. Each school is required to assess the current status of school crime committed on the school campus and at schoolrelated functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Insert Aeries data here.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Positive School Culture

Follow the 4b's

Use the 12 Tools

Student wellness and connectedness to school

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.

4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the

restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a "burn page" or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.
- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if

the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense

- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion
- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
 2060 Challenger Drive
 Alameda, CA 94501
 (510) 337-7095
 kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability
- Strategies to prevent harassment in the workplace

- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: School wide of implementation and reteach of 4Bs

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reinforce School Rules	PBIS Rotations and School Assemblies	Student Led - Student Council	PBIS team/Culture team and Admin	District Wellness Survey Results/TFI
	Weekly Messaging around 4B's	Morning Assembly	Juan Flores /Brian Cooper	District Wellness Survey Results/TFI

Component:

Component II: Physical Environment

Element:

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Opportunity for Improvement:

Goal: Reduce the size of play area to increase supervision

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maximize available supervision	Supervision Stations	Assigned areas of supervision	Admin	Reduction of major yard discipline
	Minimize play area by sections of play ground	Physical Barriers	Admin	Reduction of major yard discipline
	Ongoing training of supervision techniques	Weekly bulletins	Admin	Reduction of major yard discipline
		Periodic meeting with noon duty staff	Admin	Staff knowledge of roles and areas

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Ruby Bridges Elementary School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix: <https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nAlHyghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, "LOCKDOWN, There is an active shooter in the Computer Lab," or "LOCKDOWN, an armed gunman is walking through the first floor long hallway."

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter's whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity.

If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

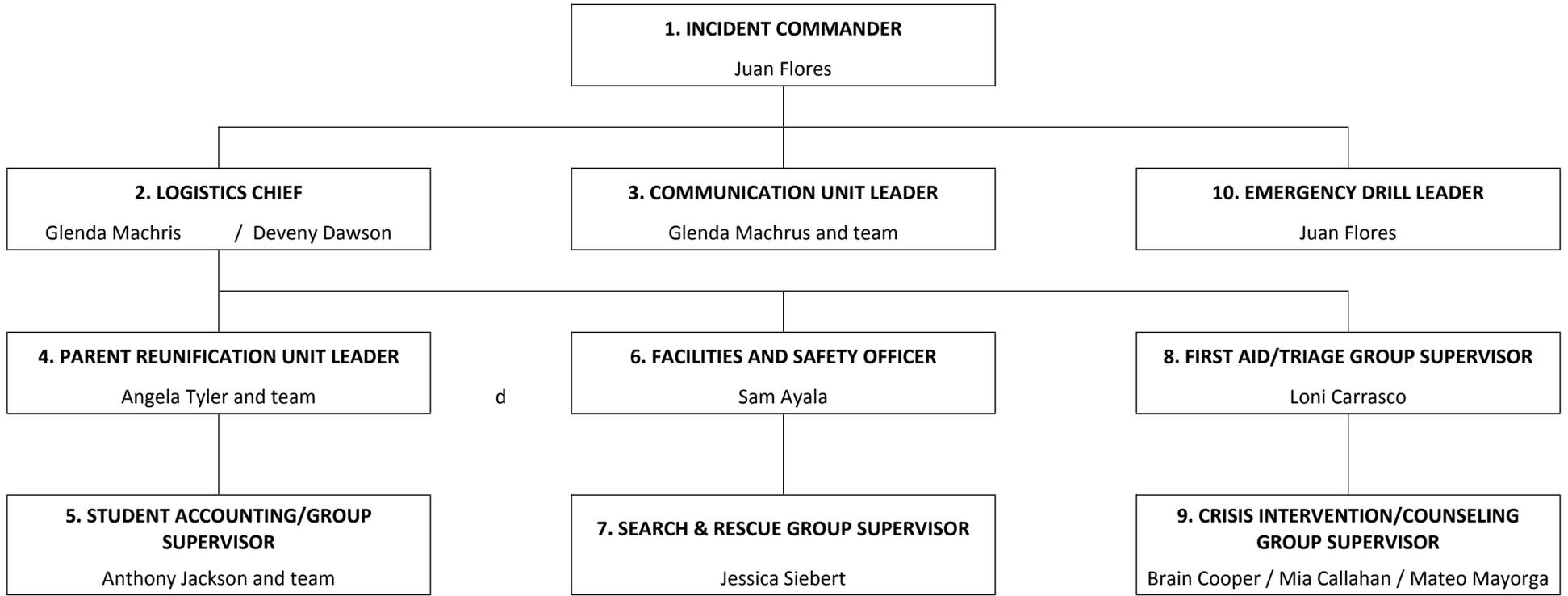
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Faculty Meeting	8/28	Emergency response training with all staff
Safety Committee Meeting	10/25	Review of Safety Plan and procedures, roles and responsibilities, maps and evacuation routes
Faculty Meeting	10/30	Safety Committee share out
Safety Committee Meeting	12/12	Table top drill and training planning
Faculty Meeting	1/8	Review of REMS roles and responsibilities
Safety Committee Meeting	2/28/24	Update Safety plan with revisions
School Community Meeting	3/7/24	SSC Review and approval of plan

Ruby Bridges Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 1. Is campus secure?
 3. Are utilities off or secure?
 4. Are signs directing adults to release area up?
 5. Are traffic controllers needed?
 6. Is First Aid Center functioning?
 7. Have buildings been searched for victims?
 8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

- A. Report immediately to the Command Post with:

1. Master keys
 2. Current roster of students and staff
 3. Emergency forms and documents
 4. Office supplies to assist unit leads
- B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

- A. Team up with other personnel as a member of a Site Emergency Team, otherwise:
- B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

- A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
- B. Check the site completely for:
 1. Fire and electrical hazards
 2. Chemical hazards (Chlorine storage)
 3. Other hazards
- C. Notify Site Manager of hazards and services needed
- D. Barricade hazardous areas using whatever materials handy
- E. When site is secure, report to the Command Post for direction
- F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

- A. Respond immediately to emergency signals requiring specific actions and check in on Share911
- B. If signal is one to Leave Building, know if signal is for:
 1. Fire evacuation

2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Juan Flores 510-259-8427 Jessica Siebert 415-948-9635

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Glenda Machrus 510-846-1029 Deveny Dawson 805-338-8044

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Glenda Machrus

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Angela Tyler

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Anthony Jackson

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Jessica Siebert

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Loni Carrasco

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Brian Cooper / Mia Callahan / Mateo Mayorga

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Sam Ayala

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Juan Flores / Jessica Siebert

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by Jessica Siebert

Marie Ratto - PE

Julie Kwan teacher

Anthony Manalisay - teacher

Douglas Heim - teacher

Kelly Robertson -teacher

Mark Grody-teacher

LIST FIRST AID FUNCTION

Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT

Loni Carrasco - Health Clerk

Susan Maiden - teacher

Jana Harvey - teacher

rest of team below

TRIAGE

Deveny Dawson - teacher

Kelly Robertson - teacher

RECORDER

Lani Phan - teacher

Sally Billheimer -teacher

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign "Incident Command Center"

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the bike cage (if inaccessible at the end of the parking lot behind the second gate).

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: “I’m sorry, I did not understand you. What did you say?”
- b) Use Bomb Threat Checklist (see form at the end of this “Bomb Threat” section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal’s Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal’s office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.

- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 - 1. Disturbing the Peace
 - 2. Trespassing
 - 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
 "I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- a) Sound the school alarm and report on Share911.
- b) Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- a) Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- b) If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- c) Move to an area of safety, and maintain control of students.
- d) Use Share911 to report students absent, found or needing first aid as necessary.
- e) Fight incipient fires without endangering life.
- g) Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.

Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.

2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.

3. Work with the Superintendent's office to formulate a public statement.

4. Discuss the crisis in a factual manner in follow up meetings and/or communications.

5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions
- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler
- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle
- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle numberSheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	
School: Grade :	Photo:
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	
Birth date:	
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	<p>\$1,920,001</p>	<p>Yes</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	<p>423,629.00</p>	<p>No</p>
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	<p>750,000</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

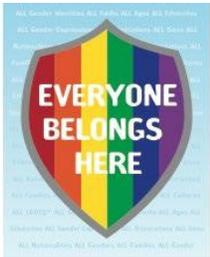
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student’s record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

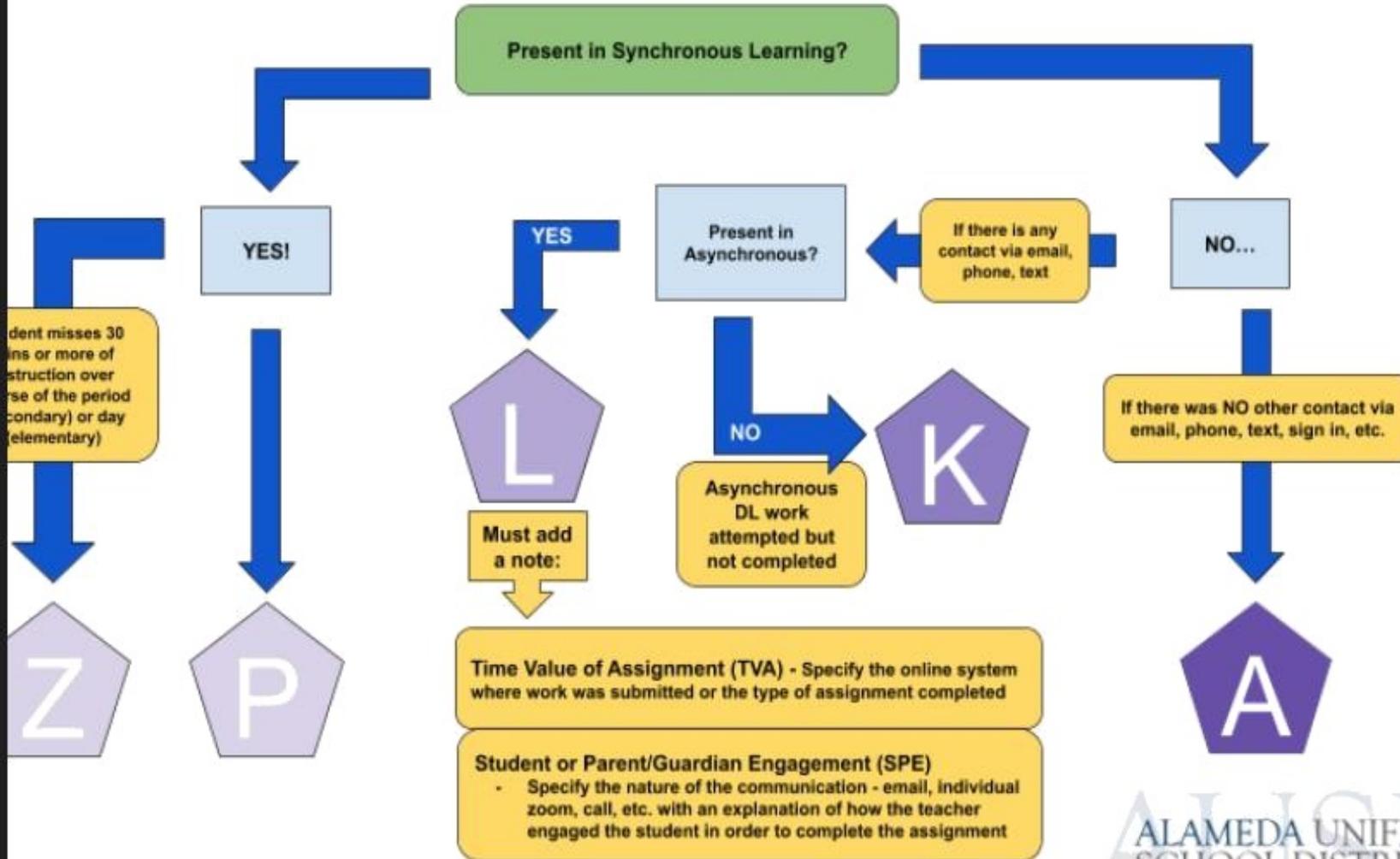
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

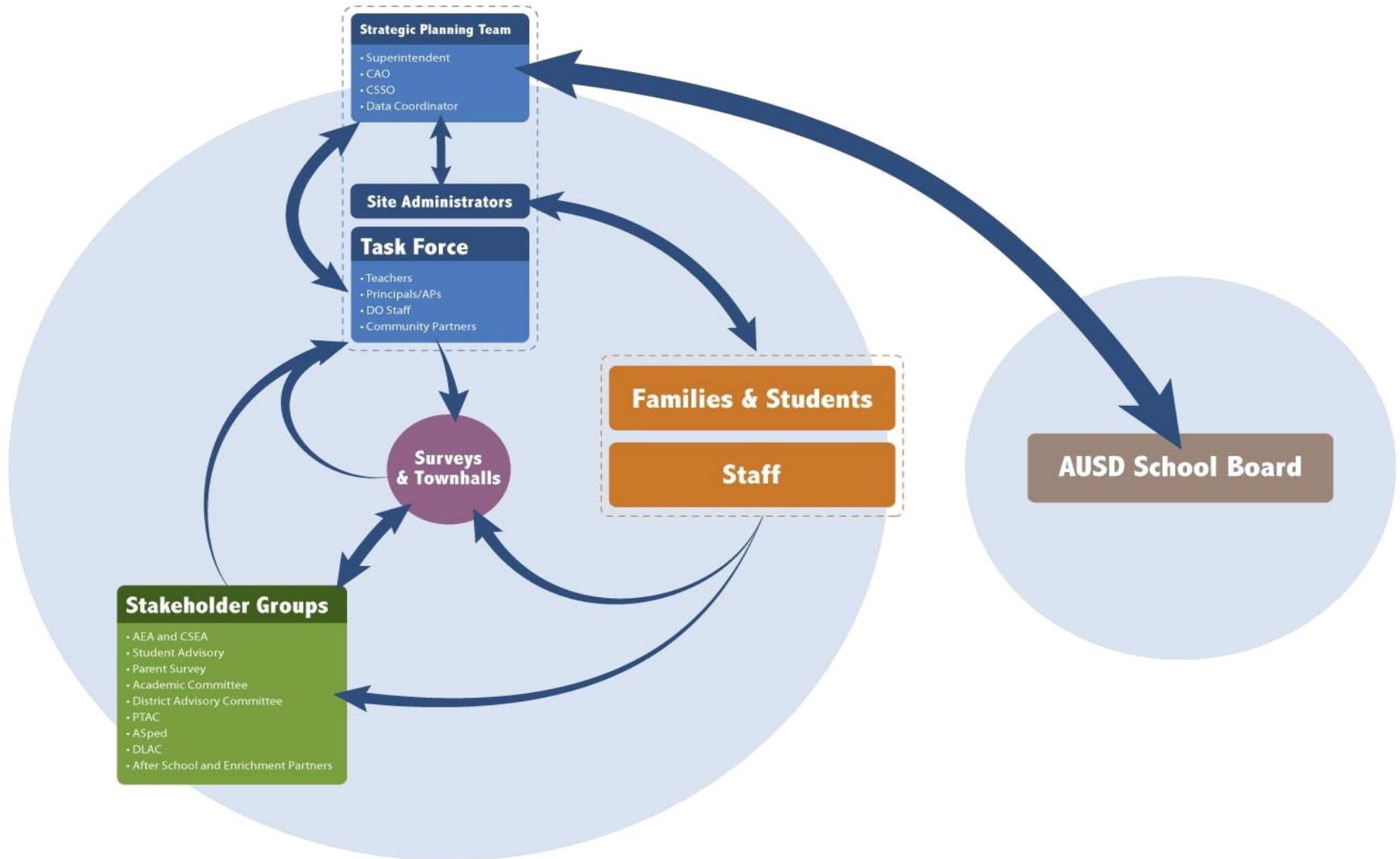


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<ul style="list-style-type: none"> June 9 June 23 July 17 July 22 August 5 August 25

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:

"We develop the whole child."

Guiding Principles:

Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:

"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:

Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:

"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:

Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:

"Learning to read is key to students' academic success"

Guiding Principles:

Our plan will prioritize students who are learning to read

Core Value:

"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:

Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-foot recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at MySchoolApps.com or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Learners and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

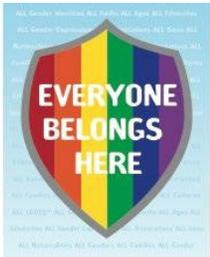
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

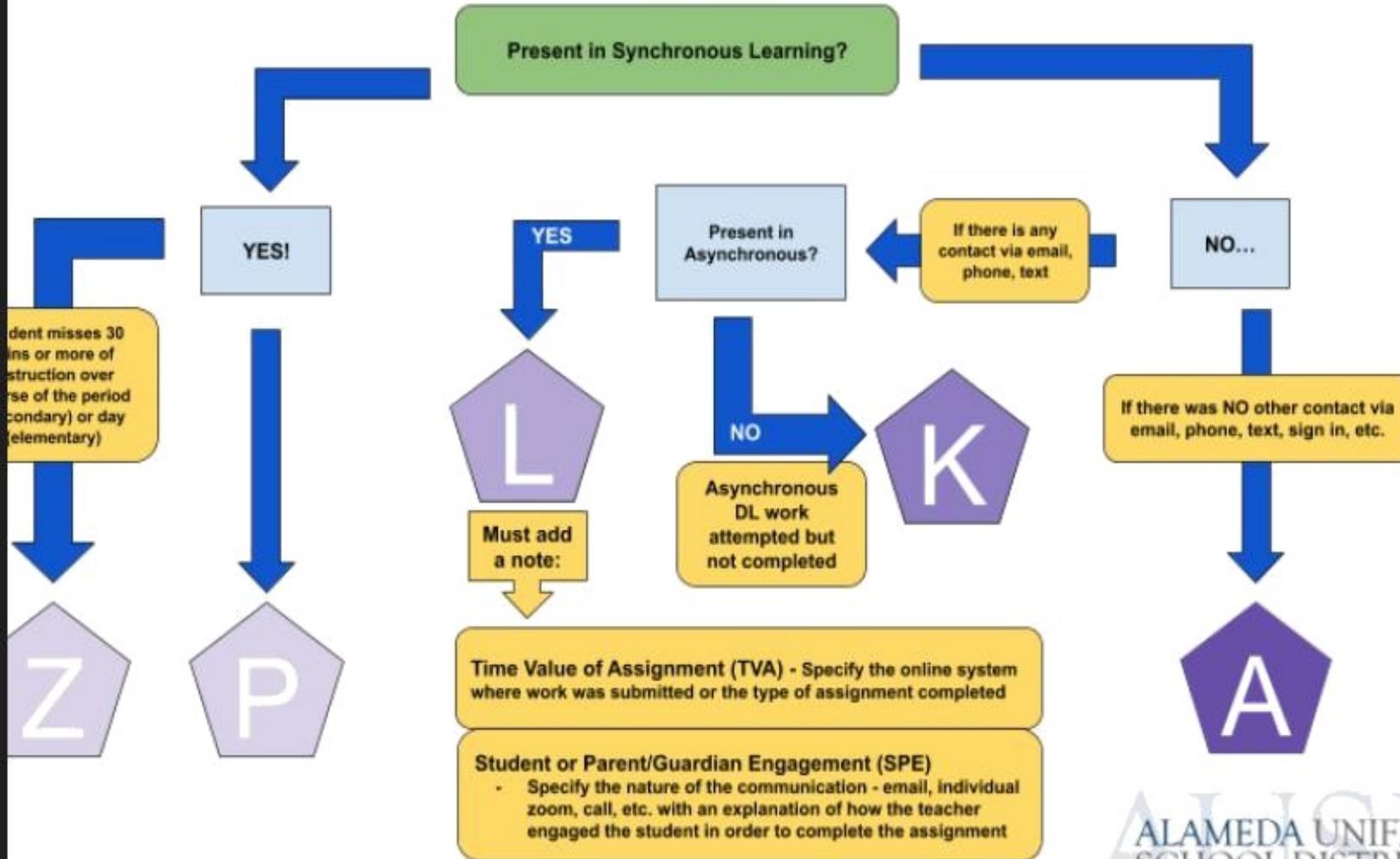
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

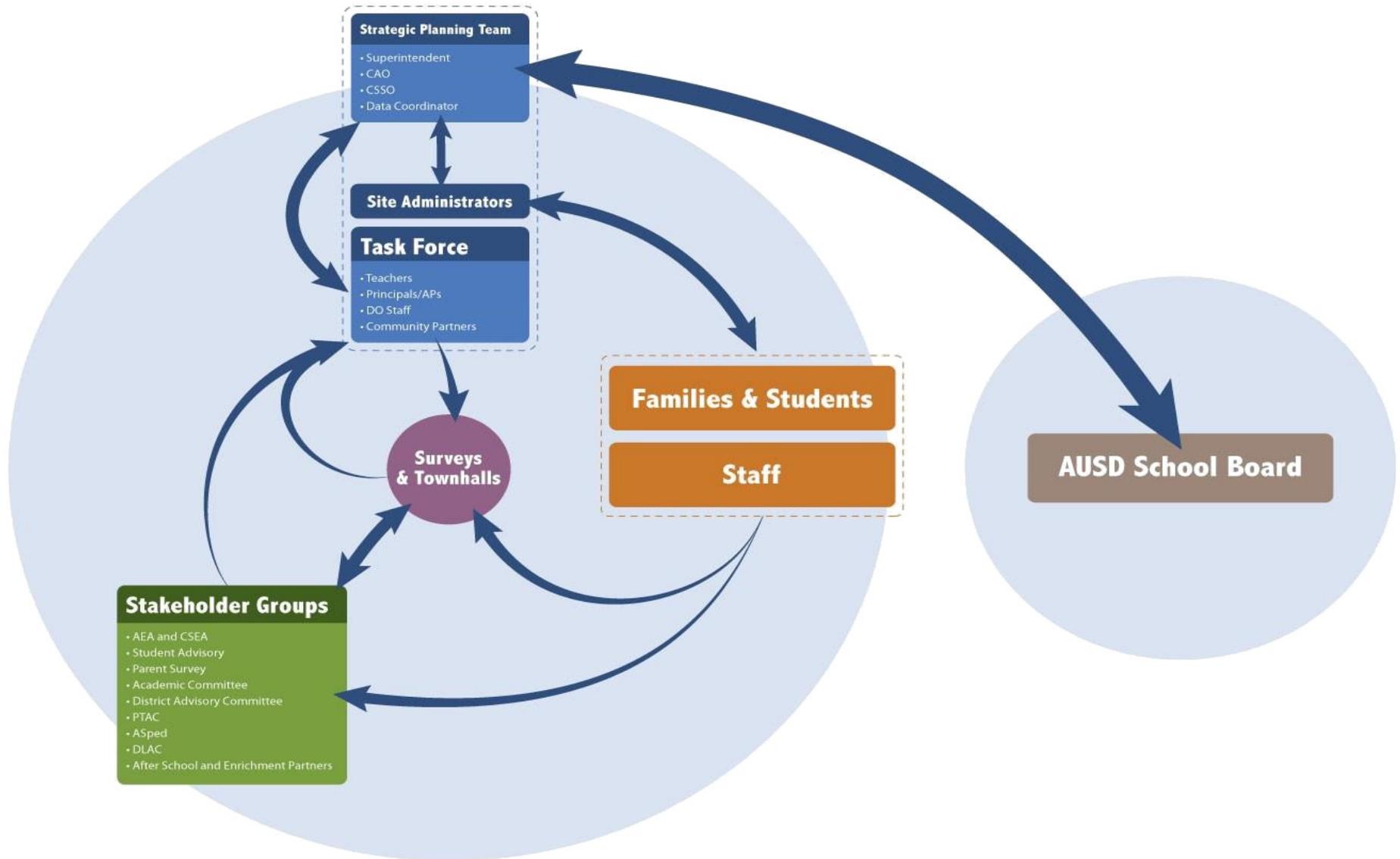


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Comprehensive School Safety Plan

2024-25 School Year

School: Will C. Wood Middle School
CDS Code: 01611196090112
District: Alameda Unified School District
Address: 1801 Sandcreek Way
Alameda, CA 94501

Date of Adoption:

Date of Update: 2/27/25

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Rob Picciotto	Assistant Principal		
Allan Aquino	Head Custodian		
Yheng Carlisle	Health Clerk		
Kevin Blagrave	Teacher		
Connie Luong	Teacher		
Romeo Ponsaran	Teacher		
Megan Ingle	SSC President		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Alameda Unified School District is committed to providing a quality educational environment that is safe, secure, and peaceful. The primary goal of the District is to help each student develop to the maximum of his/her capacity and function as a responsible member of a democratic society. When parents, students and staff are aware of our mutual responsibilities to keep our community safe, we can effectively promote positive student participation in all of our schools.

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Will C. Wood Middle School Safety Committee

Allan Aquino, Kevin Blagrave, Yheng Carlisle, Connie Luong, Rob Picciotto, Romeo Ponsaran

Assessment of School Safety

Based on the 2023-2024 TFI, there were a number of office referrals resulting from behavior in the classroom as well as outdoors, the latter occurring especially during the mid-morning break and lunch. The most common infractions were inappropriate physical contact, unsafe behavior, and inappropriate language. We have continued to incorporate reteaching the 4 B's—Be Safe, Be Responsible, Be Respectful, and Be an Ally—periodically every trimester and after every long school break. To address the additional physical challenges of our temporary campus, we added a full-time campus supervisor to our staff this year. He has quickly become a trusted adult for many students as well as a reliable additional pair of eyes to keep our campus community safer. We have included a student in each grade level to our Culture and Climate Committee, which meets monthly, to support our goal of increasing student voice and agency at Wood. In addition to two site administrators and two counselors, our full-time Intervention Lead supports mediations and conflict resolution opportunities for our students to take responsibility for their impact on and to repair harm within our community. There continue to be incidents of vandalism on campus such as graffiti on exterior walls and missing ceiling tiles in student restrooms. We have addressed these issues by having a staff member stand outside the portable which houses the main student restrooms to deter this behavior as well as to periodically check the bathrooms for damage. Cameras were installed on site just before Winter Break, so the admin team is able to effectively monitor key locations around campus while indoors or off-campus.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

- Campus supervision before, during, and after school
- Cameras installed in key locations around campus
- Student support provider hired for 2024-2025
- Campus culture assemblies
- Regular reteaching of the “4 B’s”
- Counselor and Intervention Lead-led SEL groups & classroom visits
- District Wellness Survey
- Student clubs
- Community feedback surveys
- Staff PD (Restorative Practices)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Reporting Procedures

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

A. Definition of Child Abuse

"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:

1. Physical abuse resulting in a non-accidental physical injury.
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
3. Sexual abuse including both sexual assault and sexual exploitation.

4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
5. Severe corporal punishment.

B. Legal Duty to Report

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way, will also be reported.

"Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners" and "non-medical practitioners" and include virtually all school employees.

(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care programs, preschool teachers, school psychologists, licensed nurses, counselors, para-educators instructional aides or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department and child protective services (CPS).

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.
4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars (\$5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars (\$1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (BCIA 8572) and call the Child Abuse Reporting phone number Call our hotline now at 510-259-1800, available 24 hours a day, 7 days a week or if it is an emergency call:

OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the Alameda Police Department (510) 337-8340

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights he/she may wish to make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal and to the Executive Director of Student and Family Support Services.

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse, during school hours and on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal or other school staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training

The Principal or designee shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher aides, teacher assistants, para-educators and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. Regulatory Authority State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees. The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff. The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems. This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate. School Site Emergency Preparedness and Response Coordination Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.

- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition. Directions for the Instructional Staff During a Declared Emergency

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site.

The ICS, as designated by the AUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- Control – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- Communication - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication is must be maintained between response persons, school staff, and the command team.
- Coordination - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

Insert link to REMS packet here

Adaptations for Students with Disabilities

Please attached Appendix - Emergency Plan For Students With Disabilities

Public Agency Use of School Buildings for Emergency Shelters

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Alameda Unified School District Policy is as follows:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Alameda Unified School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statutes. The statute states that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to Alameda County to declare an emergency and impress public employees into service as disaster service workers.
4. Alameda Unified School District encourages the utilization of a buddy system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913). However, suspension does not mean any of the following: (Education Code 48925)

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
- Referral to a certificated employee designated by the principal to advise students.

- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Referral means removal from classroom instruction for discipline reasons.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee, and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

The District database is the Aeries Student Information System.

Restorative Practices (RP) is a continuum of practices by which schools build community through circles and other activities, where students learn to use affective statements and the process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.

Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.

Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. The five SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Multi Tiered System of Support (MTSS) is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need. This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services. MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

Grounds for Suspension and Expulsion

The following is a list of grounds for which suspension and expulsion may be permitted or shall be imposed subject to the restrictions and requirements herein:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student in TK-12 may be expelled for willful disruption or defiance.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2019 and January 2020. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a “burn page” or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

- Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Teacher-Initiated Suspensions Pursuant to Section 48910

The Board desires the adoption of a Multi-Tiered System of Support which includes Positive Behavior Intervention Supports to facilitate a consistent approach for positive, pro-social behavior management (BP 5144). The District expects teachers to attempt interventions prior to initiating a suspension pursuant to Section 48910 except where suspension for a first offense is permitted or mandated by law, as described on pp. 8-9 below.

When removing a student from his/her class pursuant to Section 48910, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

The site administrator or designee shall ensure that site staff completed the following:

- The teacher completed the Teacher-Initiated Pupil Suspension Report and, starting in the 2019-20 school year, the office referral form.

- The teacher contacted the parent/guardian to request their participation in a parent-teacher conference regarding the suspension within 24 hours. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)
- The site administrator or designee reviewed the office referral form and completed the in-school suspension form if warranted.
- The site administrator or designee contacted parent/guardian regarding the suspension.
- The site administrator or designee recorded the classroom interventions and referral in the District database.

A student suspended from class pursuant to Section 48910 shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class pursuant to Section 48910 shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913)

When suspending a student in Grades TK-3 from class for committing an obscene act or engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

When suspending a student in Grades 4-12 from class for committing an obscene act or engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

When suspending a student in any grade from class for committing an obscene act, engaging in habitual profanity or vulgarity, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1) The teacher of the class may also require any parent/guardian who lives with the student to attend a portion of the school day in the class to assist in resolving classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

- Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
- Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Suspensions by Superintendent, Principal, or Designee

The Board does not support a zero tolerance approach to discipline except where mandated by law. Schools may not adopt zero tolerance policies that conflict with District discipline policies. The Board desires that schools will adopt, engage, and implement positive approaches to addressing problem behavior prior to initiating the suspension of a student.

Suspension for a first time offense is limited to certain serious offenses (listed below in permissible and mandatory categories) or where it can be documented that the presence of a student causes a danger to persons.

Defiance

As provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel (“disruption and willful defiance”) and no student regardless of grade may be expelled for willful defiance or disruption.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. Suspension and expulsion shall not be imposed for a violation of Education Code section 48900(k), including disruption of school activities or willful defiance. The District expects schools to develop appropriate interventions, for example, behavioral plans, restorative circles, or SEL groups for students who engage in a pattern of defiant behavior.

Defiance is when a student continues to disobey a school official, teacher, or administrator after having been taught the rules and expectations of the school and the student displays behavior that directly interferes with the rights of others to learn.

The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If, based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for defiance, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for defiance by July 1, 2020.

Discipline and Intervention Matrix for Administrators

Attached to this Administrative Regulation is the discipline and intervention matrix aligned to the District's Multi-Tiered System of Support framework that models a progressive and holistic approach to discipline. As provided in the Board Policy, each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a positive approach to behavior management. Even if suspension is appropriate, administrators must first consider whether other interventions should be used.

Except where suspension for a first offense is permitted or mandatory (as described above), in-school and out-of-school suspension and other sanctions that result in a student's loss of instruction shall only be imposed when the principal or designee has determined that other means of correction that are consistent with District policies and procedures have failed to bring about proper conduct. (Education Code 48900.5)

As described in AR 5144, interventions and other alternatives to suspension should be attempted and evaluated prior to referral from the classroom. In addition, the principal or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Principal or designee shall complete the suspension form and record the suspension in the District's database.

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. All suspensions shall be recorded in the District database. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or Principal may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

The student shall be responsible for contacting the school to receive assignments to be completed during the period of the suspension. The school shall make available all assignments and tests that the student will miss while suspended.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspensions by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

The supervised suspension classroom shall be staffed in accordance with law and by certificated employees.

The student shall have access to appropriate counseling services.

The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom except where otherwise set out in the student's Individualized Education Program (IEP) or Section 504 plan. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

The Principal or designee shall complete the in-school suspension form and record the suspension in the District's database.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Involuntary Transfer

The District may not involuntarily transfer a student in Grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2019, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures set forth below for expulsions. In addition, an involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

Expulsions

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (see page 13). (Education Code 48915)

For all other grounds listed under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Recommendation for Expulsion Expected Unless It Is Not Appropriate or Alternative Means of Correction Would Address the Conduct

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm.

Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.

Brandishing a knife as defined in Education Code 48915(g) at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education

Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5) Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

The rights of a complaining witness are further outlined in Administrative Regulation 5145.7 (Sexual Harassment).

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- Any complaining witness shall be given five days' notice before being called to testify.
- Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

- Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
- Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with school district personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of the school district. The decision not to recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
- Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
- The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

- Appropriately prepared to accommodate students who exhibit discipline problems

- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

- On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
- The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
- If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

- The number of students recommended for expulsion
- The specific grounds for each recommended expulsion
- Whether the student was subsequently expelled
- Whether the expulsion order was suspended
- The type of referral made after the expulsion

- The disposition of the student after the end of the expulsion period

Public Reporting of Discipline Data

The Superintendent or designee shall ensure that the following data is publicly available on the District's public website twice annually, within 60 days after the completion of each semester:

- The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, school-based arrests, and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.
- The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions.
- The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district. For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

- Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
- Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
- Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment.

The Title IX Coordinator(s) may be contacted at:

Asst. Superintendent of Educational Services
2060 Challenger Drive
Alameda, CA 94501
(510) 337-7095
kzazo@alamedaunified.org

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability

- Strategies to prevent harassment in the workplace
- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious.

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law
- A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
- Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Basic Principles:

All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The student dress code should serve to support all students to develop a body-positive self-image.

All items listed in the "must wear" and "may wear" categories below must meet these basic principles.

Students MUST Wear:

- Top
- Bottom
- Shoes

Clothing that covers specific body parts (genitals, buttocks, and areolae/nipples) with opaque material. Courses or specific class activities that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering students' bodies or promoting culturally-specific attire. Activity specific shoe requirements are permitted (Examples include but are not limited to physical education and shop class).

Students MAY Choose to Wear:

- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
- Hats, including religious headwear
- Hooded shirts/jackets (over head is allowed)*

Teachers may direct students to remove/adjust the position of hats/hoods over the head in class during the administration of a test/exam, to address headphone/earbud use issues, or to enable visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that includes violent language or images
- Clothing that includes images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that includes hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design - Visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance).

A student's face must be clearly visible when taking their school photo for identification purposes. This may require the removal of a hood and/or hat. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Training and Enforcement:

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently, once it is adopted. All staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations.

- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.
- Enforcement for students should be limited to safety and non-violence/non-discrimination and will not include messages based on body maturity.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students CANNOT Wear' and 'Students MUST Wear' sections of the dress code. Loss of class time should be avoided or kept to a minimum.
- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. Students should be presented with a variety of options to rectify the situation. This could include but is not limited to: personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Parents/guardians should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring/commenting on straps, skirt length, or cleavage, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

Evaluation:

The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the Incident Commander, will carry out the initial response actions delineated in the Emergency Preparedness and Crisis Response Plan. In consultation with members of the Incident Command Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency. Incident Command Team members will immediately assume their designated response duties as activated by the Incident Commander. The Disaster Response Officer will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. When a decision is made to evacuate, the Assembly /Shelter and Care Team leader will immediately report to the assembly area and inspect the area for hazards. The Assembly /Shelter and Care Team leader will notify the Disaster Response Officer

immediately if the area is safe. If not, the Assembly /Shelter and Care Team will advise that the evacuation be done to the alternate assembly location. This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's Preparedness and Crisis Response REMS packet. If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Return to previous class
3. Upon exit lock door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: move to nearest evacuation area and assist
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. List missing students on Share 911
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area. ALL students and staff must report to the assembly area and remain there until the Incident Command Team, via the Assembly/Shelter and Care Team, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures as outlined in the site's Preparedness and Crisis Response Cliff Notes. This will not be done unless it is authorized by the Incident Command Team. Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis Response Cliff Notes.. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly /Shelter and Care Team as outlined in the site's Preparedness and Crisis REMS packet.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated Security/Traffic response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the Emergency Preparedness and Crisis Response Plan.

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees. Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

AUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete data confirmation each year and update their emergency contacts. In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, Emergency Cards shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the Emergency Student List or Emergency Cards and Parents or others must check with this school's Student Release team at the emergency Student Release Location prior to pick up of their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from Incident Commander via Student Release team.
2. Incident Command will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon Student Release team directive.
3. Students will be released only to authorized adults listed on the Emergency Card or Emergency Student List. Adults picking up students must sign Student Release Log and indicate destination. Unless otherwise directed by Incident Commander via Student Release officer, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
4. Students may go home with people listed on Emergency Card or Emergency Student List if parent can't be reached.
5. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs Assembly/Shelter and Care team as well as the Student Release team, and keeps all documentation.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component I: The Social Climate, People, and Programs

Element:

Reinforcing campus behavior norms to align with the 4 B's: Be Safe, Be Responsible, Be Respectful, and Be an Ally

Opportunity for Improvement:

Goal: Improve campus climate and culture

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decreasing inappropriate student behavior	Regularly reteach the 4 Bs	Culture & Climate Committee, Teachers	Counselors (Culture & Climate Committee Co-Leads)	Number of office referrals
Build Beaver Bucks as an incentive	Develop rewards for earning Beaver Bucks (front of the lunch line, dance tickets, items at Student Store)	Leadership Teacher, Dollar Store, Amazon.com	LeadershipTeacher	Regular tallies of Beaver Bucks distributed
Grade-level assemblies	Schedule assemblies after each trimester; run student grade and citizenship reports; elicit nominations from teachers of students who demonstrate the 4 B's	Aeries, certificates, small prizes	Counselors	Student grade and attendance data; feedback from student members of Culture & Climate Committee

Component:

Component II: Physical Environment

Element:

Increase overall campus safety

Opportunity for Improvement:

Goal: Decrease number of physical altercations and incidents of bullying

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure consistent and thorough supervision of the campus	Create a rotating staff supervision schedule (before, during, and after school)	Teachers, Student Support Provider/Campus Supervisor, Assistant Principal	Assistant Principal	Staff attendance during supervision
Provide additional outdoor supervision during class time, break, and lunch	Hire additional campus supervisor	AUSD Human Resources Department	Principal	Number of serious incidents on campus; admin observational data
Eliminate negative influence of cell phones on students behavior	Communicate new no-cell phone policy ahead of time to students, family, and staff; regulate policy with fidelity	Admin team, teachers, office staff	Admin team	Number of cellphones confiscated each trimester; student, family, and staff input

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Will C. Wood Middle School Student Conduct Code

ALAMEDA UNIFIED SCHOOL DISTRICT DISCIPLINE AND INTERVENTION PROTOCOL

Alameda Unified School District is committed to creating a safe and positive school culture in which all students feel included, supported, and respected. We want to help eliminate inequality in the use of punitive consequences and provide each child with excellent teachers who are equipped to promote academic and social emotional growth in all students. AUSD takes a positive approach to student behavior and the use of restorative practices to minimize the need for punitive consequences and maximize instructional time for every student. We recognize the importance of developing the social and emotional health of all youth and adults in our organization.

The following chart indicates the types of disciplinary action that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention, restorative practices and a corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action based on the violation should be taken. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct. These corrective measures are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus.

See Link to discipline matrix:

<https://docs.google.com/document/d/1YyzYC48Eq5WsTycFdS35jhrGP4G3nALhYghgdznwzuQ/edit#>

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

When responding to a situation that requires our school to go into lockdown (this may include, but is not limited to, an active shooter in the building), the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol will be followed.

ALERT

Purpose: To use clear, concise language to indicate presence and location of active shooter or other harmful individual.

Indicate lockdown and the harmful presence and/or location of threat. For example, “LOCKDOWN, There is an active shooter in the Computer Lab,” or “LOCKDOWN, an armed gunman is walking through the first floor long hallway.”

Anyone can alert the school community to such a situation. Do not wait for or rely on Administration or the front office staff to make the announcement. If a staff or faculty member undoubtedly sees or is notified of a harmful individual inside the school building, he or she has the authority to alert the rest of the school community of a lockdown. Some ways to alert include: the PA system, Using the classroom phone to activate LOCKDOWN, yelling, using share 911. Faculty and staff must use any means available to them to alert the school community and to spread the word. This may be a team effort where a group of individuals work together to inform everyone. If the opportunity to escape presents itself, you should do so and report to the predetermined Rally Point.

LOCKDOWN

Purpose: To allow for an aggressive use of current technology and procedures.

A traditional lockdown procedure is the first best option when in a high-risk area (or near the harmful individual). If you do not know if you are in a high-risk area, assume you are high risk and proceed to lockdown. If remaining in lockdown remains the best option, all members of the school community should work together to protect themselves.

First, close and lock classroom doors. Use belt or backpack strap to secure door handle if possible.

Create a barricade between you and students in the classroom and the intruder on the outside; use desks, chairs, shelves, cabinets and other pieces of furniture to block entry and to provide more time for survival (have smaller items near at hand in event intruder enters the room)

Gather in the area furthest from the entry point to the room; greater distance means greater safety.

Taking attendance and maintaining order are not the priority.

INFORM

Purpose: To continually communicate the shooter’s whereabouts using direct and clear language. (Use Share 911 and the PA system)

By communicating with the school community, all members can make well-informed judgment calls and can be aggressive in protecting themselves. Students, faculty and staff should use every opportunity to alert others and to communicate the whereabouts of the harmful individual.

The use of share 911, phones (school or cell), yelling, and PA system are encouraged to communicate the whereabouts and will keep the intruder off balance. Working together to make informed decisions will put the intruder at a disadvantage.

COUNTER

Purpose: To apply skills to distract, confuse and gain control.

Counter is an absolute last resort. If one finds himself in close proximity to the intruder (no chance to flee or safely get away), he should apply the following counter movements to increase chances of survival:

- Throw objects at the intruder
- Distract the intruder by noise and/or movement
- Run away in a zig zag pattern
- Swarm the intruder
- Flight or fight but do not freeze
- Turn chaos into an advantage
- Use body weight and gravity to gain control

EVACUATE

Purpose: To remove as many people as possible from the danger zone to minimize targets of opportunity. If you know the intruder's whereabouts and you are not in a high-risk area, you should Evacuate to the school's Rally Point. Only people on the first floor should exit through the windows if necessary. People on the 2nd and 3rd floors should not evacuate through windows as this may cause harm and use the safest stairwell then exit the school to the Rally Point.

REUNIFICATION

Purpose: To reunify students with their parent/guardians in a safe location

Procedures for Preventing Acts of Bullying and Cyber-bullying

Definitions:

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

- Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying:

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development:

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed

- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction:

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints:

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Emergency Contact Numbers

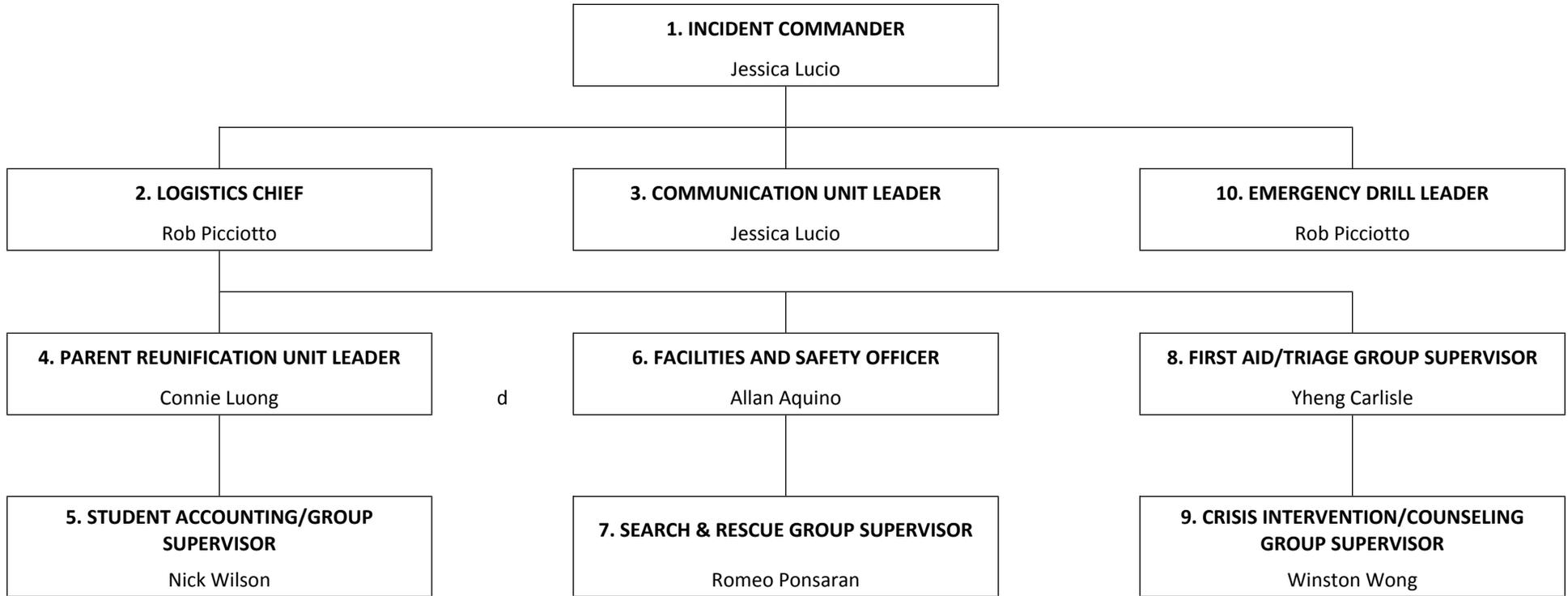
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
City Services	City of Alameda	510-747-7400	
Other	County of Alameda	510-208-9770	
Law Enforcement/Fire/Paramedic	APD Non-Emergency	510-337-8340	
Law Enforcement/Fire/Paramedic	POLICE DEPARTMENT 911	911	
Other	Hazardous Materials Unit	510-567-6702	
Other	HEALTH DEPARTMENT - Alameda County	510-267-8000	
Local Hospitals	Alameda Hospital (Emergency Room)	510-522-3700	
American National Red Cross	RED CROSS	510-595-4400	
	RED CROSS	510-814-4200	
	SHERIFF'S OFFICE Non-Emergency	510-351-2020	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Review	9/16/24, 3:30 PM	Review of REMS procedures, roles and responsibilities, maps and evacuation routes
Operations Committee Meeting	10/10/24, 3:30 PM	ALICE (Intruder) drill planning
Staff Meeting	10/23/24, 3:15 PM	Emergency response training with all staff
Collaborative Safety Drill	10/26/24, 2:15 PM	Site-wide ALICE protocol & intruder drill
Safety Drill Debrief	10/26/24, 3:00 PM	Discuss feedback with district observer
Operations Committee Meeting	1/27/25, 3:30 PM	Update Safety Plan with revisions
School Community Meeting	3/11/25, 4:00 PM	SSC approval of plan

Will C. Wood Middle School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SITE ORGANIZATION DURING A DECLARED EMERGENCY COMMAND POST PERSONNEL AND DUTIES

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager or Incident Commander shall:

- A. Activate alarm/Broadcast Alert on Share911 and PA to notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report on Share911 to District Emergency Operations Center.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or Emergency Operations Center as required
- I. Secure information from Emergency Teams Update Site Status Reports - Report to the Emergency Operations Center
- J. Reassign team members to other duties as required when they finish initial assignment duties
- K. Personally address these items:
 - 1. Is campus secure?
 - 3. Are utilities off or secure?
 - 4. Are signs directing adults to release area up?
 - 5. Are traffic controllers needed?
 - 6. Is First Aid Center functioning?
 - 7. Have buildings been searched for victims?

8. Is the student release program set up and operational?

Logistics Chief: The Site Office Manager shall:

A. Report immediately to the Command Post with:

1. Master keys
2. Current roster of students and staff
3. Emergency forms and documents
4. Office supplies to assist unit leads

B. Assume responsibilities as directed by Site Manager

The Site Clerical Staff shall:

A. Team up with other personnel as a member of a Site Emergency Team, otherwise:

B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Attendance Clerk shall:

A. Keep a current file of all students release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency. The Attendance Clerk will take these records to the Student Release Area in the Cafeteria and give them to the Student Release Team to use.

The Site Custodians shall:

A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.

B. Check the site completely for:

1. Fire and electrical hazards
2. Chemical hazards (Chlorine storage)
3. Other hazards

C. Notify Site Manager of hazards and services needed

D. Barricade hazardous areas using whatever materials handy

E. When site is secure, report to the Command Post for direction

F. Open emergency container and provide emergency sanitation areas if toilets are unavailable

Directions for the Instructional Staff During a Declared Emergency

Teachers and Para Professionals shall:

A. Respond immediately to emergency signals requiring specific actions and check in on Share911

B. If signal is one to Leave Building, know if signal is for:

1. Fire evacuation
2. Earthquake evacuation
3. Chemical spill evacuation

Evacuate Accordingly!

A. When leaving building:

1. Take emergency backpack
2. Require students to be silent in order to hear instructions
3. Close doors to classroom
4. Go directly to pre-assigned location

B. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students. Report on Share911

C. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

D. Upon reaching evacuation destination, teachers shall:

1. Take roll
2. List missing students on Share 911 and on paper
3. Give list to Assembly Area Team members
4. Calm students. Remind them of District policies about remaining at school
5. Monitor warmth and protection of students. Move if necessary

E. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command Post for supplies and begin implementation of Team responsibilities.

USE REMS TO ESTABLISH YOUR EMERGENCY SITE TEAM

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members. Please type name and number under each assignment.

REMS Team Members Primary Contact/Cell number Secondary Contact/Cell number

Incident Commander: Jessica Lucio - (510) 207-1717

Establishes an Incident Command Center, lists incident objectives and designates the following positions to perform the following duties.

Logistics Chief: Rob Picciotto - (415) 860-7484

Supports each unit leader with where to find the necessary tools to support the team fulfilling their duties.

Report immediately to the Command Post with:

- Master keys
- Current roster of students and staff
- Emergency forms and documents
- Office supplies to assist unit leads
- Computers and walkie talkies
- Assume responsibilities as directed by Site Manager

Communication Unit Leader: Jessica Lucio - (510) 207-1717

Works with the incident commander to communicate out important information to all supervisors and the public.

Report immediately to the Command Post with:

- Computer
- Office supplies

Parent Reunification Unit Leader: Connie Luong - (510) 282-2709

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.

The Student Release Team is responsible for:

- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating with the Public Information Office on external messages

Student Accounting/Group Supervisor: Nick Wilson - (443) 992-3688

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water and releasing of students to their guardians.

The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers
- Setting up secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies

Search & Rescue Group Supervisor: Romeo Ponsaran - (510) 207-2267

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

Search & Rescue Teams are also responsible for:

- Using Share 911 to identify where injuries may exist
- Obtaining injury and missing student reports from teachers
- Moving injured members from building if emergency responders are unable to do so
- Identifying and marking unsafe areas
- Conducting initial damage assessment

First Aid/Triage Group Supervisor: Yheng Carlisle - (510) 285-7881

First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for setting up first aid area for students, assessing and treating injuries, and completing master injury report.

First Aid Teams are responsible for:

- Setting up a first aid area for students
- Assessing and treating injuries
- Completing master injury report

Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.

Crisis Intervention/ Counseling Group Supervisor: Winston Wong - (415) 997-9781

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters.

This includes:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention/counseling
- Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief

Facilities and Safety Officer: Allan Aquino - (510) 333-3196

The Facilities & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary

- Securing and isolating fire/HazMat
- Opening Emergency Trailer
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control

Emergency Drill Leader: Rob Picciotto - (415) 860-7484

The Emergency Drill Leader is responsible for:

- Training staff
- Coordinating and running all required drills
- Monitoring participations
- Reviewing after action reports
- Reporting to the incident commander

LIST SEARCH TEAM DUTY DESCRIPTIONS

EXAMPLE: If assignment is SEARCH TEAM:

Take heavy gloves, flashlight, hard hat and masking tape (no entry) from Emergency Backpack.

Leave Emergency Backpack and students with designated teacher (see previous page).

Report to INCIDENT COMMAND CENTER near gate in lower yard meet with search team partner(s).

Receive directions for search instructions from Search team supervisor.

LIST WHO WILL BE:

SEARCH TEAM #1 Search team will be delegated by

Rodney Pierre-Antoine, Kevin Blagrave

Travis Fields, Mike Meyers

Eric Robbins, Romeo Ponsaran

LIST FIRST AID FUNCTION

EXAMPLE: Minimize injuries and loss of life: provide temporary care of injured students.

Set up desk at picnic tables behind multipurpose room (or if unsafe here, on blacktop near multipurpose room).

Organize supplies and treatment area.

Help with wounded.

Keep Check Out Station informed.

Request additional help (ambulances, etc.) through Check Out Station.

Look up emergency information if necessary.

LIST WHO WILL BE:

TREATMENT Yheng Carlisle

TRIAGE Tom Lama

RECORDER Christina Quezon

List the things you will have to accomplish and assign to operations section or logistics section.

Examples:

Set up table, chairs and sign “Incident Command Center”

Set up operations table, logistics table.

Set up a first aid station

Put traffic cones in the street, blocking off access to the parking lot entry drive

Set up people to handle the check out of students. Display signs A-L, M-Z. Have emergency card information forms out.

Record finding of search teams

List any unaccounted for students and those in First Aid or in need of first aid.

Keep track of the walkie-talkies

Listen to radio

Use runners as necessary to retrieve information and students

Organize parent line-up and announce using bullhorn to parents that students have been evacuated

Assist in calming and organizing parents

Provide pen and paper for non-English speaking students to write their name

Communicate to District Personnel

INCIDENT COMMAND POST – Located: Media Center

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or Incident commander will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults. Student release area will be in the edge of the blacktop near soccer field/track

Emergency Release Information Forms are needed at the Release Area to document the release of all students.

While the Command Post is functioning, The First Aid and Search/Assessment Teams will carry out their functions and provide information to the Incident commander about the:

1. Condition of students
2. Condition of staff

3. Condition of facilities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DEFINITION/DESCRIPTION

If an aircraft falls near the school, the principal will determine which emergency action, if any, will be taken. Local fire and police departments will be responding also. All students and staff should be kept at a safe distance to protect them from possible explosions and/or fire.

IMMEDIATE ACTION

Principal

- Determine which Action, if any, should be implemented.
- Where necessary, tell teachers they may need to take immediate action for the safety of students without waiting for directions from the principal.
- Determine, if possible, whether the aircraft is military, commercial or private. Contact the local police to determine appropriate action and refer all members of the press to the Emergency Operations Center.

Principal's Secretary

- Respond to calls.
- Assist principal as needed.
- Refer all members of the press to the Emergency Operations Center.

Teachers

- Follow principal's direction as to appropriate Action.
- Depending on the nature of the accident you may need to take Action DROP or Action TAKE COVER to protect students from a possible explosion and/or fire.

FOLLOW UP ACTION

Principal

- Provide up-to-date information to staff and students as it becomes available and arrange school site meetings to make assignments and determine plans.
- Coordinate activities of the school site team.
- Maintain contact with Emergency Operations Center and Superintendent's office.
- Arrange after-school staff meetings to debrief and clarify events.

Teachers

- Read bulletins/announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Animal Disturbance

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors. Notify the Superintendent's Office.

Armed Assault on Campus

Follow A.L.I.C.E Procedures

Biological or Chemical Release

CHEMICAL SPILL

1. An announcement will be made to either Shelter in Place or evacuate the building and gather in the Assembly Area, depending on the situation.
2. The announcement will be made by the P.A. system, or if this fails to operate, messenger will alert classes.
3. If the Assembly Area is not safe, students will be evacuated to Lincoln Park, depending on the area of the spill and direction of the wind.

CHEMICAL ACCIDENT

1. DEFINITION/DESCRIPTION

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases or toxic liquids. This type of accident will likely be reported by an outside source unless the accident has occurred immediately adjacent to the school site.

2. IMMEDIATE ACTION

Principal

- a) Receive information about/review situation to determine if evacuation routes are safe (move crosswind to avoid fumes).
- b) Determine which action should be implemented.
- c) Sound alarm for appropriate action.
- d) Notify/maintain contact with Superintendent/Emergency Operations Center.
- e) Determine what further action to take.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in/around area
- e) Notify principal of need for first aid, as appropriate.

Custodian

- a) Review situation to assess extent of spill, wind direction and proximity to building.
- b) Report findings to principal.
- c) Be prepared to direct fire/police department to spill site.
- d) Assist in spill clean-up or containment, as appropriate.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F./Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule.
- c) Work with Emergency Operations Center to publicize information regarding accident.
- d) Arrange school site meeting to provide information to staff.

Principal's Secretary

- a) Screen all calls. Refer public to Emergency Operations Center.
- b) Refer media to Emergency Operations Center.
- c) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Bomb Threat/ Threat Of violence

1. DEFINITION/DESCRIPTION

A bomb threat will typically be received in writing or by telephone call. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

2. IMMEDIATE ACTION – Telephone Threat

Person Receiving Call

- a) Keep the caller on the line. Delay the caller with such statements as: "I'm sorry, I did not understand you. What did you say?"
- b) Use Bomb Threat Checklist (see form at the end of this "Bomb Threat" section). Get as much information as possible from the caller.
- c) Immediately after caller hangs up, report all information to principal.

All Office Personnel

Immediately search your work area for foreign or suspicious objects or packages. If one is found, **DO NOT TOUCH OR MOVE IT!!**

IMMEDIATE ACTION – Written Threat

Person Receiving Written Message

Give the message to the principal immediately upon identification.

Principal

- a) Receive/review all information about bomb threat.
- b) Determine which action should be taken.
- c) Initiate non-electronic evacuation procedure; i.e. runner or bullhorn, since electronic warnings could activate any device, being sure all evacuation routes are clear.
- d) Notify Superintendent/Police/Fire Department.
- e) Direct search of office complex, evacuation site and classrooms.
- f) Determine what further action should be taken.

Teachers

- a) Implement appropriate action, using alternate evacuation route if required.
- b) Maintain control of students.
- c) Take roll. Report students who are absent.
- d) Notify principal of any problems in or around area.
- e) Hold students until designated evacuation area has been searched and declared safe, and then conduct students to the cleared area.

Teachers assigned to the designated evacuation area will remain with the pupils; personnel who are assigned to search teams will report to the principal for briefing.

If notification of a threat is received and immediate evacuation is not ordered, teachers will search their classrooms for any unidentifiable objects. If nothing is found, resume instruction until the evacuation order is received.

Custodians

- a) Under the direction of the principal, immediately proceed with a thorough search of designated evacuation area (or other area large enough to contain the students) to provide a safe place for students evacuated from the buildings.
- b) Search, as required, to determine that no explosive is hidden in a book, clothes locker or restroom.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F. and Fire Department, whether buildings are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Emergency Operations Center to put messages on TV, radio and telephone system regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer calls to Emergency Operations Center.
- b) Prepare necessary bulletins.

Teachers

- a) Read bulletins/announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

EXPLOSION OR THREAT OF EXPLOSION

1. DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

2. IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm.
- Notify the Superintendent or Assistant Superintendent.
- Notify utility companies of a break or suspected break.
- Notify fire and police departments and direct further action as required.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety and maintain control of students.
- Notify principal of students needing first aid as necessary.
- Fight incipient fires without endangering life.
- Take roll. Report absent students to principal.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

- Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
- Follow procedures for principal -- 'c' and 'd' above.

Teacher

- Follow procedures for teachers -- 'c' through 'g' above.

Disorderly Conduct

CIVIL DISOBEDIENCE/MENACING INDIVIDUALS

1. DEFINITION/DESCRIPTION

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is inimical to the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

WARNING: The presence of unauthorized individuals or an alert of an impending visitation. When this condition has been reported to the principal or authority in charge, he shall transmit the warning to all classes by the public address system. If the PA system is inoperable, a messenger will be sent to each classroom.

2. IMMEDIATE ACTION

The major plan of action will be to protect all personnel from undue exposure to danger. Every effort must be made to keep classes within their rooms. The following specific steps will be taken to implement the plan of action:

Principal or Designee

- a) Transmit a Shelter in Place alert to all staff members.
- b) Call the local law enforcement agencies to provide protection and to handle arrests.
- c) Make certain that a specific crime is committed before requesting arrests.
- d) School civil disobedience crimes involving arrest are listed in the Criminal Code Procedure and include the following:
 1. Disturbing the Peace
 2. Trespassing
 3. Loitering Around the School Grounds
- e) The principal should make an announcement to the demonstrators similar to the following:
"I am the principal of this school. You are interfering with the orderly process of education in this school. I request that you leave. If you do not leave, I shall ask for your arrest. You are causing a disturbance."

Teachers

- a) Keep students within their locked classrooms until further notice, regardless of the bells and schedules.
- b) Lock classroom doors.
- c) Remain in charge of your class, utilizing the best judgment in occupying the students within the classroom.
- d) Precaution should be taken to protect personnel from flying glass in case of broken windows. Drapes, venetian blinds, or jalousies should be closed.
- e) Where there is evidence of a potential problem, all P.E. classes will immediately return to the locker rooms.

Custodians

Lock and secure all exterior doors.

3. FOLLOW UP ACTION

Principal

- a) Determine, in coordination with M.O.F., whether building(s) is/are habitable.
- b) Notify staff/students of any modification in schedule, via special bulletin or telephone tree.
- c) Work with Communications director to put messages regarding any modifications in schedule.
- d) Arrange school site meeting to discuss plan.

Principal's Secretary

- a) Screen all calls. Refer public to Director of Communications
- b) Refer media to Director of Communications
- c) Prepare necessary communication to community.

Teachers

- a) Read announcements as provided by principal.
- b) Refer all media to principal's office.
- c) Cooperate with school site team to provide follow-up, as appropriate.
- d) Refer for counseling students who may be at risk.
- e) Return to normal instructional activities as soon as possible.

Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required. If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face. If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult. If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus.

- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All AUSD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

Explosion or Risk Of Explosion

EXPLOSION OR THREAT OF EXPLOSION

DEFINITION/DESCRIPTION

An explosion at the school, or the threat of an explosion, may be caused by leaking gas or a faulty boiler within a school building.

IMMEDIATE ACTION – EXPLOSION

Principal

- Sound the school alarm and report on Share911.
- Notify teachers of proper action (DROP or LEAVE BUILDING).

Teachers

- Command DROP is given. Instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.
- If the explosion occurred within the building, or threatened the building, immediately implement Action LEAVE BUILDING.
- Move to an area of safety, and maintain control of students.
- Use Share911 to report students absent, found or needing first aid as necessary.
- Fight incipient fires without endangering life.
- Students and staff should not return to the school until Fire Department officials declare the area safe.

IMMEDIATE ACTION - THREAT OF EXPLOSION:

Principal

Sound the school fire alarm, or silent evacuation if electronic means could set off explosion. This will automatically implement Action LEAVE BUILDING.
Follow procedures for principal -- 'c' and 'd' above.

Teacher

Follow procedures for teachers -- 'c' through 'g' above.

Fire in Surrounding Area

Follow shelter in place procedures

Fire on School Grounds

DEFINITION/DESCRIPTION: A fire detected in or adjacent to any building at the school site.

IMMEDIATE ACTION

Principal or Site Safety Coordinator

- View fire or take report to determine that evacuation routes are safe.
- Notify teachers of alternate route if necessary.
- Sound school fire alarm and report on Share911.
- Determine what further action to take (i.e. send students/staff home).

Teachers

- Implement Action LEAVE BUILDING, using alternate route in necessary.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Take roll upon arrival at designated area. students.
- Remain with students in designated area until notified of next action.
- Notify principal of any hazards observed in/around area through Share911.
- Notify principal of need for first aid as appropriate through Share911.

Custodians

- View fire to identify location and extent.
- Report findings to principal.
- Fight incipient fire without endangering life.
- Be prepared to direct fire department to fire site.
- Shut off gas/water as appropriate.
- Shut off electricity after all necessary use of P.A. system is complete.

FOLLOW-UP ACTION

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.
- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.

- Refer media to Director of Communication.
- Prepare necessary communications to community.

Teachers

- Read announcements as provided by principal.
- Refer all media to principal's office.
- Cooperate with school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Flooding

DESCRIPTION/DEFINITION

There should be some thought and preparation for this eventuality should any sources around the school create flooding. Flooding may be the secondary effect of another disaster, such as an earthquake.

IMMEDIATE ACTION

Principal

- View flood or take report to determine that evacuation routes are safe.
- Broadcast Alert on Share911 and PA as appropriate.
- Determine what further action to take.

Teachers

- Implement appropriate Action in response to principal direction.
- Take roll upon arrival at evacuation area. Report absent students, needs for first aid and any hazards observed in/around area to principal through Share911.
- Maintain control of students at evacuation area.

Custodians

- View flood to identify location and extent.
- Report findings to principal.
- Be prepared to direct M.O.F./City to flood site/source.
- If flooding is result of school site damage, turn off water.

Follow up Plan

Principal

- Determine, in coordination with M.O.F. and Fire Department whether buildings) is/are habitable.

- Notify staff/students of any modification in schedule, via Share911 and special bulletin or telephone tree.
- Work with Director of Communications to put messages on TV, radio and communication system regarding any modifications in schedule
- Arrange school site meeting to discuss plan.

Principal's Secretary

- Screen all calls.
- Refer media to the Director of Communication.
- Prepare necessary communications to the community.

Teachers

- Read announcements as provided by the principal.
- Refer all media to the principal's office.
- Cooperate with the school site team to provide follow-up as appropriate.
- Refer for counseling students who may be at risk.
- Return to normal instructional activities as soon as possible.

Loss or Failure Of Utilities

UTILITIES LOSS OR FAILURE

CALL MOF - They will call the appropriate public works system based on the loss or failure.

LOSS OF ELECTRICAL POWER:

Consult Alameda Power

LOSS of GAS

PG&E

WATER EMERGENCY:

East Bay Municipal Utility District, colloquially referred to as "East Bay Mud

PHONE ISSUES:

Contact Technology Information Services to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services.

If an extended outage is likely, provide an update to keep parents/guardians informed.

Motor Vehicle Crash

Step1: Respond to the injured party and determine if first aid or CPR should be provided

Step 2: If 911 needs to be called have another person call while you deliver first aid or CPR

Step 3: Send another person to notify others and get any emergency equipment or information that would be helpful to the emergency

Step 4: When safe to do so, activate share 911 to communicate to staff if an ambulance is on its way

Step 5: Designate staff to the appropriate gate/entrance to help emergency services get in close proximity to injured party

Step 6: Staff are required to complete and turn in an Accident Report to administration for any injuries to any one on campus

Step 7: Accident forms need to be sent to the business office

Psychological Trauma

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist and or counselors to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

Opioid Overdose

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

Open the Naloxone blister pack; do not push the plunger.

With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.

Insert the atomizer fully and gently into their nostril

Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).

Place the person to their side (recovery position).

If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

If the victim is a student, contact parent/guardian per school policy.

Complete an Accident/Injury Report

Facilitate a debriefing with responding staff

Consider a plan of care for the students' safe return to school

Emergency Evacuation Map

See Attachments

EMERGENCY PLAN FOR STUDENTS WITH DISABILITIES

FOR

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Schools



Special thanks to Marin County for Annex Template



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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Alameda Unified School District Schools Emergency Plan for Students With Disabilities

Alameda Unified School District Schools Emergency Plan for Students with Disabilities

The Alameda Unified School District Schools Emergency Plans for Students with Disabilities consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Disabilities is an incident management strategy that serves to augment the Alameda Unified School District Schools California Comprehensive Safety Plan. In order to ensure efficient and effective emergency management, the Model Plan should be implemented to the best of the site's ability and resources.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may required for students with disabilities in the event of an emergency. For the purposes of this annex, students with Disabilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with disabilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with disabilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the students with disabilities demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with students with disabilities:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with students with disabilities throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefits.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with disabilities who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating ,interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disability	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the	Sign language, hand signals, specialized

impairment		sounds of language to communicate	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with disabilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, Special Education Staff should provide to the main office and the students' respective teacher(s) the name(s) of students that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required when applicable (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with disabilities.
- **Know who is on your school site:** Identify students and staff on the site with disabilities. The school principal must be aware of all students and/or staff with disabilities using school facilities and services.
- **Identify the students** with extensive support needs and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., injured limb)
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire students with disabilities/staff population.
- **Develop a schedule** with daily activities and classes that identifies where a student with disabilities may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with disabilities on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student(s) to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the student with disabilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with students with disabilities for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a disability. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the student with disabilities.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the student with disabilities when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a disability because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. *Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- The buddy forgets or is frightened and abandons the student with disabilities. *Check on each student with disabilities to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

C. Medication Management

with disabilities may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

Some best practices to consider are:

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the student with disabilities.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

• <i>important,</i>	• <i>emergency</i>	• <i>keep calm</i>
• <i>must leave now</i>	• <i>fire</i>	• <i>fire exit</i>
• <i>elevator closed</i>	• <i>stairs there</i>	• <i>okay</i>

E. Time Management

Children with disabilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with disabilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with disabilities should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit

- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

* for diabetic students

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with disabilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point

where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities may have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
 - comfort items
 - pen and paper
 - visual communication instructions

- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals for students with hearing impairments for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler

- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries and chargers for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Student with Disabilities Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.

- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”.
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with disabilities and the type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with disabilities. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with disabilities. Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each student with disabilities to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with disabilities during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for students with disabilities requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependant machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students. Include students with disabilities in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheelchair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with disabilities in evacuation procedures.

- Provide procedures for receiving students with disabilities at the pre-designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
 - there is an emergency
 - how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently. Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc).

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- Turn off the wheelchair's power before lifting.
 - Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
-
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
 - If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Students with Disabilities Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the student with disabilities after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with disabilities with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aids, wheelchairs,
- **Reassurance**

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient

them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with disabilities?		
Have you identified students with disabilities on site from other school districts?		
Have you identified the medical needs of your students with disabilities and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with disabilities?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with disabilities, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with disabilities?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with disabilities?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with disabilities?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B

Last name:

Emergency Information Form for Students with Disabilities

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:		Birth date:	Nickname:
Home Address:		Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:		
Signature/Consent*:			
Primary Language:	Phone Number(s):		
Physicians:			
Primary Care Physician:	Emergency Phone:		
	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Current Specialty Physician:	Emergency Phone:		
Specialty:	Fax:		
Anticipated Primary ED:	Pharmacy:		
Anticipated Tertiary Care Center:			

Diagnoses/Past Procedures/Physical Exam

1.	Baseline physical findings:
2.	
3.	Baseline vital signs:
Synopsis:	
	Baseline neurological status:
	Blood Type:

*Consent for release of this form to health care providers



Diagnoses/Past Procedures/Physical Exam <i>(Continued)</i>	
Medications/Dosages:	Significant baseline ancillary findings (lab, x-ray, ECG):
1.	
2.	
3.	Prostheses/Appliances/ Technology Devices:
4.	
5.	

Management Data:	
Allergies: Medications/Foods to be avoided	and why:
1.	
2.	
3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Immunizations (mm/yy)											
Dates						Dates					
DPT						Hep B					
OPV						Varicella					
MMR						TB status					
HIB						Other					

Antibiotic prophylaxis:

Indication:

Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:	
Physician/Provider Signature:	Print Name:

APPENDIX C

Laminate this card and affix it to a lanyard for the student with disabilities to wear during an emergency.

Emergency Medical Information Card	
Student Name:	Photo:
School: Grade :	
School Phone:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	



Emergency Medical Information Card	
Student Name:	Birth date:
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

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APPENDIX D Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files//PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

***Nobody Left Behind*, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities** (March 2007)

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***
<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)
http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX F

Acronyms

ADA	Americans with Disabilities Act (1990)
AFN	Acute and Functional Needs
ASC	Advisory Steering Committee
CDE	California Department of Education
ED	Emotionally Disturbed
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
HI	Hearing impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISHP	Individualized School Healthcare Plan
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
NSH	Not severely handicapped
OSEP	Office of Special Education Programs
RSP	Resource Specialist Program
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visually Impaired

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD’s nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD’s LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
 - District operations- facilities/cleaning
 - Site operations
 - Curriculum/Assessments
 - Special Education
 - ELD
 - Technology
 - Mental Health/SEL
 - Remote Design
 - Food Services
 - Afterschool/Parent support
 - Grading
 - Attendance
 - Enrollment
 - Secondary Math/World Language
 - Student/Staff Safety
 - Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

[A description of the options provided for remote participation in public meetings and public hearings.]

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

[A summary of the feedback provided by specific stakeholder groups.]

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experience We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning 	\$1,920,001	Yes
<p>Assessment</p> <ul style="list-style-type: none"> • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559 	423,629.00	No
<p>Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan</p>	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students’ access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we’ve narrowed our EL strategies to our district-wide “Daily High-Impact Language Practices,” for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development <ul style="list-style-type: none"> • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> Hourly Salaries & contracts (Prgm 1081) \$79,035 Coordinator of Data & Assessment \$174,168 Testing Specialist \$69,867 Database Specialist \$100,559 	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms <ul style="list-style-type: none"> Online Subscriptions Zoom Software \$25,000 	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet <ul style="list-style-type: none"> Over 100 Hot spots were provided, but there was no monetary cost to the District 	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California’s “a-g” requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student’s AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer “Learning Hubs” or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or “Learning Hubs” if learning hubs are deemed safe.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III <ul style="list-style-type: none"> Professional Development \$300 	\$99,050	No
Kingmakers of Oakland (National Equity Project) <ul style="list-style-type: none"> Professional Development \$46,250 Virtual Khepera Curriculum \$50,000 		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://myschoolapps.com) or on Alameda Unified School Districts website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) <ul style="list-style-type: none"> • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976 	\$70,976	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

<p>Teacher Professional Development: \$292,103 After-School Programs: \$90,885 EL Sections: \$443,075 Elementary VP (Ruby/Love): \$276,648 Equity & Inclusion: \$35,000 In Lieu of Title I: \$181,293 Indirect Cost: \$321,179 Innovative Programs: \$257,071 Instructional Coaches: \$732,953 McKinney Vento Set-Aside: \$15,447 MTSS: \$1,238,626 School Smart: \$33,000 Site Discretionary Funds: \$324,114 Student Services - Coordinator: \$158,283 Summer School: \$75,111 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082 Teen Parenting Program @ Island: \$141,490</p> <p>Grand Total \$4,928,360</p>
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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary Lym, Clerk Gray Davis, Trustee Ardella Daily, Trustee Gray Davis, Trustee Will Lau, Student Board Member Brian Lin, Student Board Member Henry Mills, Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE.
2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments.
3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers.
4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities.
5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re-structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

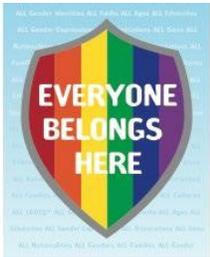
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement

TIER ONE

Daily attendance is collected and monitored regularly for all students

Attendance Need

Intervention

Student is absent two days with no contact from guardian clearing the absence

- Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).

Student has unexcused absences three days, with no contact from guardian clearing the absence

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian.

Student is absent for four days, with no contact from guardian

- Attendance clerk calls home, documents call in attendance monitoring log;
- Teacher uses Parent Square to contact guardian again.
- Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts

TIER TWO

Student is absent for five days with no contact from guardian

- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square
- Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

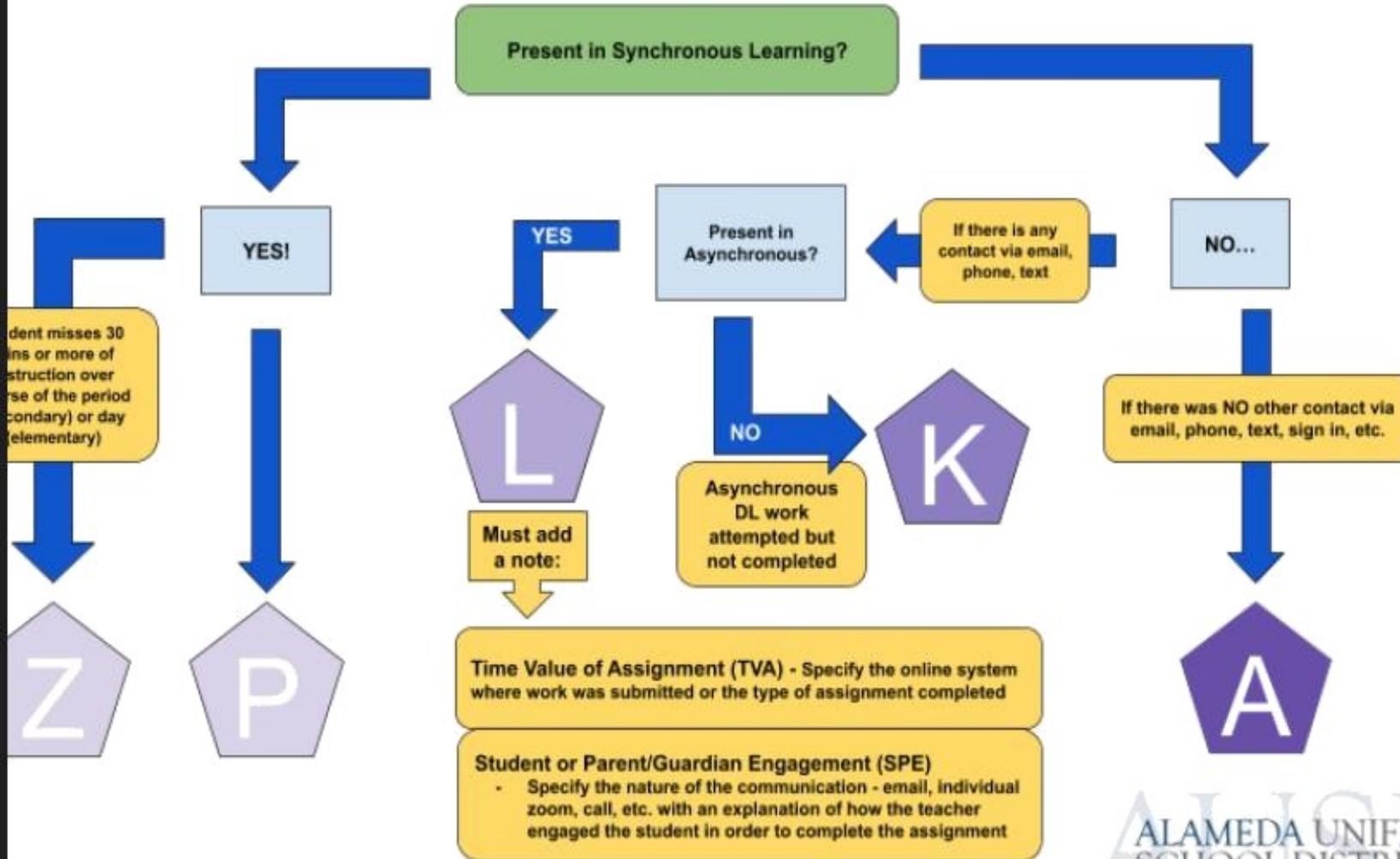
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	<ul style="list-style-type: none"> • COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	<ul style="list-style-type: none"> • COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

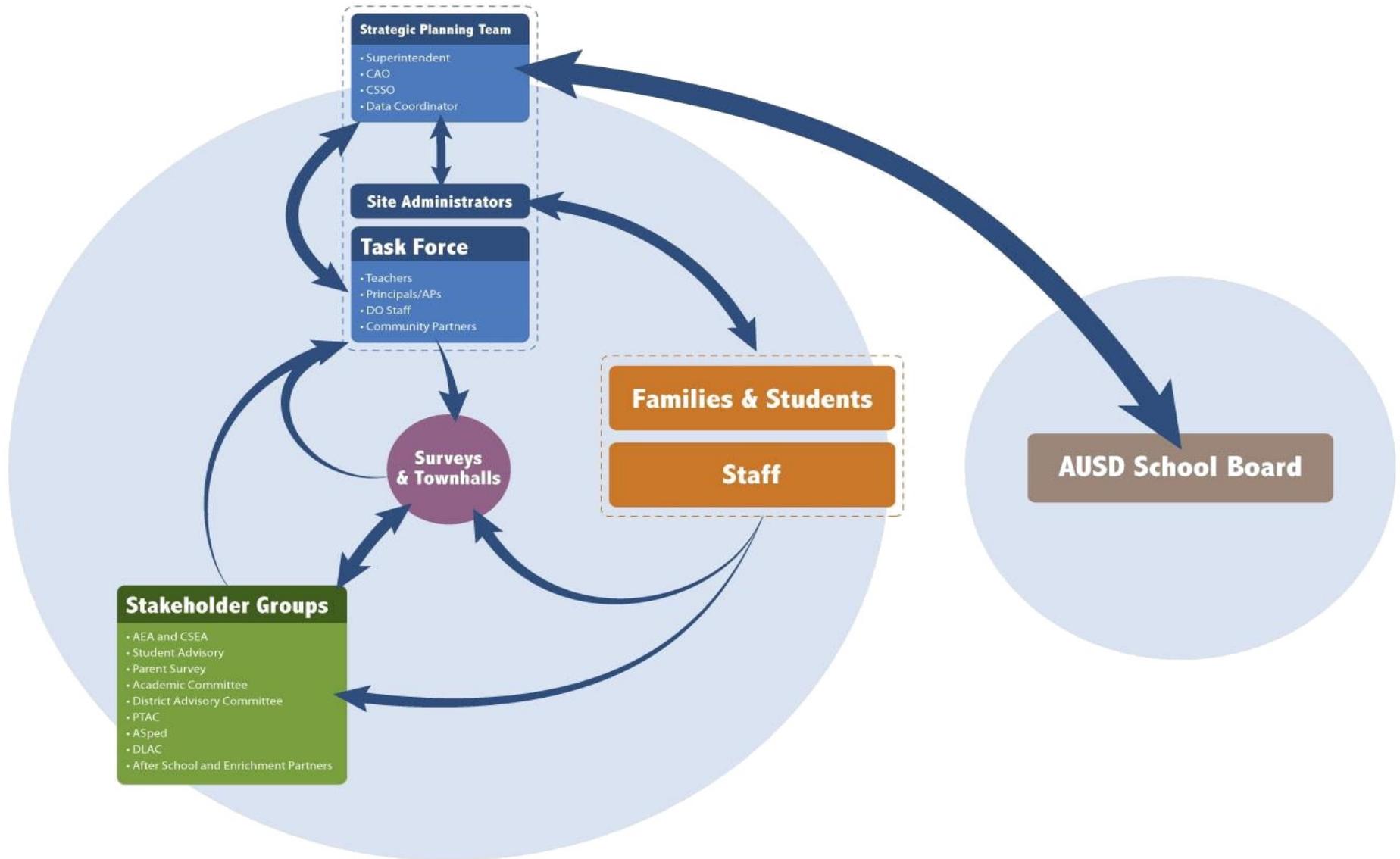


Core Value	Guiding Principles
<i>"We meet the needs of each learner."</i>	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
<i>"Mastery of Essential Standards through flexibility of structures"</i>	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize students who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
<i>"We will invest in our staff in order to realize our vision for students"</i>	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W						
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



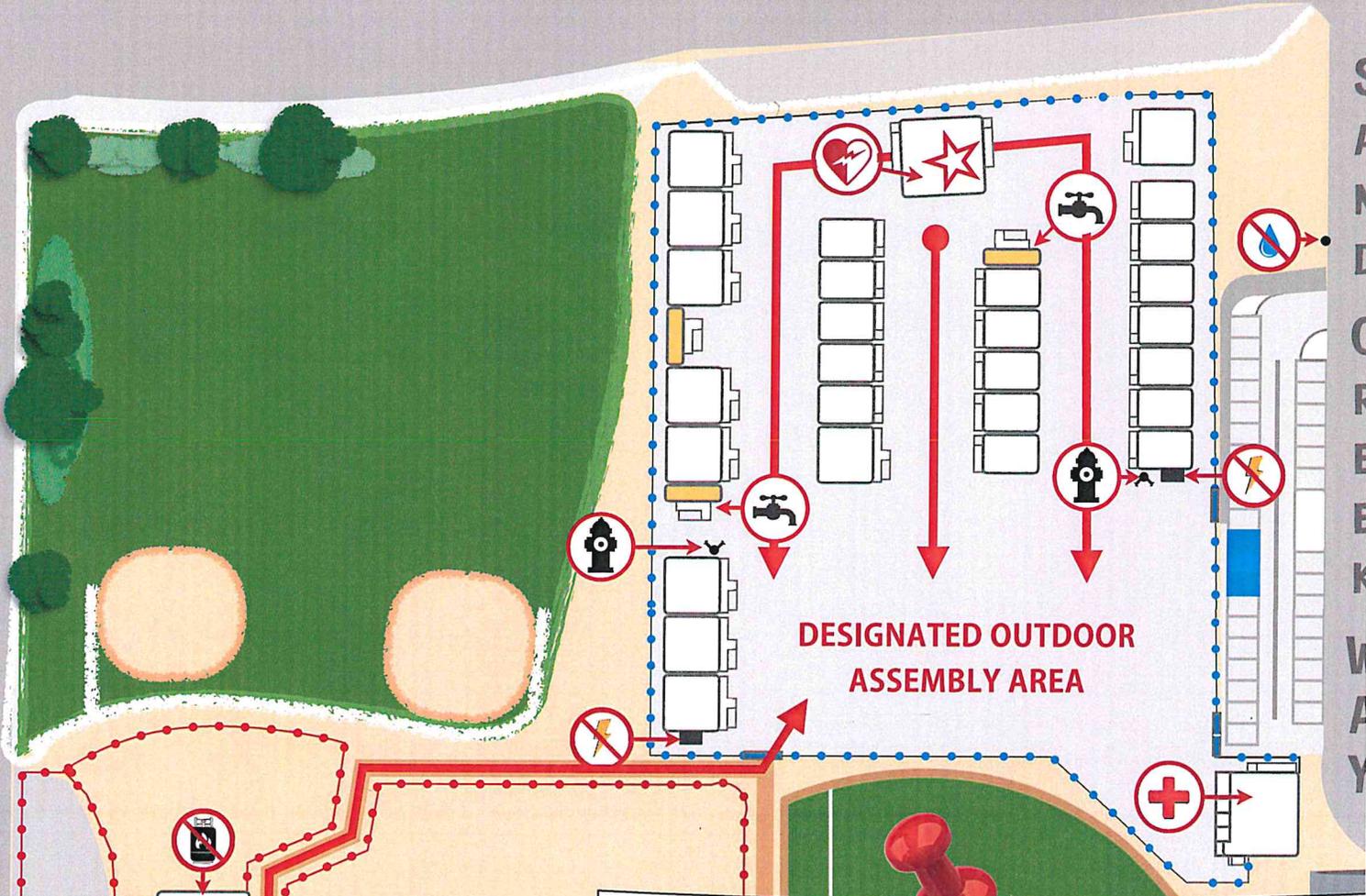
Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none"> ● Superintendent ● CAO ● CSSO ● Data Coordinator 	<ul style="list-style-type: none"> ● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: <ul style="list-style-type: none"> - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations 	<ul style="list-style-type: none"> ● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls 	<p>June 9 June 23 July 17 July 22 August 5 August 25</p>

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins

OTIS DRIVE

GRAND STREET

SANDY CREEK WAY



UNDER CONSTRUCTION



-  **ONSITE FIRE HYDRANTS**
-  **OUTDOOR WATER FAUCET**
-  **WATER SHUTOFF**
-  **ELECTRICITY SHUTOFF**
-  **NO GAS USED AT THIS SITE**
-  **AUTOMATED EXTERNAL DEFIBULATOR**
-  **EMERGENCY SUPPLY KITS**
-  **NARCANS/EPIPENS & FIRST AID**
-  **ALL CLASSROOMS AND HALLWAYS HAVE FIRE EXTINGUISHERS**
-  **EMERGENCY EXIT ROUTE**



ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bid Award for Invitation to Bid (ITB) #025-077-01 Industrial Arts Building Roof Repairs at Alameda High School

Item Type: Action

Background: In alignment with Board Policy and Administrative Regulation 3311 for compliance with Public Contract Code 20111, AUSD published an Invitation To Bid (ITB) #025-077-01 for the Industrial Arts Building Roof Repairs at Alameda High School on February 3, 2025.

A mandatory bid conference and job-walk was conducted on February 19, 2025. Seven (7) organizations submitted their bids by the deadline of 3:00 p.m. on March 7, 2025. The public opening of sealed bids occurred at the District Office on March 10, 2025 at 8:30 a.m., and the apparent low bidder was Roofing Constructors, Inc. dba Western Roofing Service.

Staff recommends that the Board award the bid to Roofing Constructors, Inc. dba Western Roofing Service tonight. The contract for services will be presented to the Board for approval at a future meeting.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Various Funding Sources: Low Bid \$718,980.00.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
□ ITB 025-077-01	3/17/2025	Backup Material

Alameda Unified School District

PROJECT MANUAL

INVITATION TO BID 025-077-01

Industrial Arts Building Roof Repairs

Alameda High School

2200 Central Ave, Alameda, CA 94501

DOCUMENT 00 01 10

TABLE OF CONTENTS - CONTRACT DOCUMENTS

PROCUREMENT AND CONTRACTING REQUIREMENTS

Division 00	Section	Title
	00 01 01	Title Page
	00 01 10	Table of Contents (This Document)
	00 11 16	Notice to Bidders / Invitation to Bid
	00 21 13	Instructions to Bidders
	00 31 19	Existing Information and Documentation Regarding Project Site (<u>NOT part of the Contract Documents</u>)
	00 32 00	Prequalification Questionnaire for Prospective Bidder (<u>NOT part of the Contract Documents</u>)(Submit to mtirona@alamedaunified.org on February 28, 2025, by 2:00pm)
<i>DOCUMENTS THAT BIDDER MUST SUBMIT AS PART OF ITS BID</i>		
	00 41 13	Bid Form
	00 43 13	Bid Bond (Security)
	00 43 36	Designated Subcontractors List
	00 43 40	Non-collusion Declaration
	00 43 50	Iran Contracting Act Certification
	00 45 00	Notice of Award
	00 45 10	Agreement
	00 45 40	Certifications to be Completed by Contractor
	00 45 55	Disabled Veteran’s Business Enterprise Participation Certification
	00 45 85	Criminal Background Investigation/Fingerprinting Certification
	00 54 55	Escrow Agreement for Security Deposits in Lieu of Retention
	00 61 14	Performance Bond
	00 61 15	Payment Bond (Contractor’s Labor and Material Bond)
	00 65 10	Notice to Proceed
	00 65 36	Warranty and Guarantee Form
	00 70 00	General Conditions
	00 01 10	Addenda – Project Manual (All addenda issued by District become part of the Contract).

GENERAL REQUIREMENTS

	01 64 00	Owner Furnished Products
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SPECIFICATIONS & DRAWINGS

	07 22 16	Roof Insulation
	07 55 00	Modified Bituminous Membrane Roofing
	07 61 00	Sheet Metal Flashing and Trim
	Exhibit A	Project Drawings

END OF SECTION

DOCUMENT 00 11 16

NOTICE TO BIDDERS / INVITATION TO BID

1. Notice is hereby given that the governing board ("Board") of the **Alameda Unified School District** ("District") will receive sealed bids for the following project:

Industrial Arts Building Roof Repairs

2. Sealed Bid will be received until **3:00pm, Friday, March 7, 2025**, at the District Office, located at

2060 Challenger Drive, Alameda, California 94501

at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code. Any bid that is submitted after this time shall be non-responsive and returned to the bidder.

3. The Project consists of:

Project consists of all labor, equipment, materials, and supervision for major roof repairs at the Alameda High School Site, as indicated in contract documents, located in Alameda, CA.

4. All bids shall be on the form provided by the district. Each bid must conform and be responsive to all pertinent Contract Documents, including, but not limited to, the Instructions to Bidders.
5. To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses:

B – General Building
C39 – Roofing

The Bidder's license(s) must be active and in good standing at the time of the bid opening and must remain so throughout the term of the Contract.

6. As security for its Bid, each bidder shall provide with its Bid form.
 - a bid bond issued by an admitted surety insurer on the form provided by the District,
 - cash, or
 - a cashier's check or a certified check, drawn to the order of the **Alameda Unified School District**, in the amount of ten percent (10%) of the total bid price. This bid security shall be a guarantee that the Bidder shall, within seven (7) calendar days after the date of the Notice of Award, enter a contract with the District for the performance of the services as stipulated in the bid.
7. The successful Bidder shall be required to furnish a 100% Performance Bond and a 100% Payment Bond if it is awarded the contract for the Project.
8. The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.
9. The successful Bidder and its subcontractors shall pay all workers on the Project not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are on file with the District and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html.

Bidders and Bidders' subcontractors shall comply with the registration and qualification requirements pursuant to sections 1725.5 and 1771.1 of the California Labor Code.

10. A mandatory pre-bid conference and site visit will be held **on February 19, 2025 at 10:15 AM** at Alameda High School, 2200 Central Ave, Alameda, CA 94501. All participants are required to sign-in at the Administration Office. The Site Visit is expected to take approximately 1 hour. Failure to attend or tardiness will render bid ineligible.
11. Documents are available on February 3, 2025, for review at the District Office and electronically on the Alameda USD Website at the location below:

<https://www.alamedaunified.org/departments/fiscal-services>

12. The District's Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.
13. Proposed timeline:

The following is the anticipated Proposal and engagement schedule. Alameda USD may change the estimated dates and process as deemed necessary.

First Notice to Bidders Publishing	Monday, February 3, 2025
Second Notice to Bidders Publishing	Monday, February 10, 2025
Mandatory Pre-bid Job-walk	Wednesday, February 19, 2025 @ 10:15AM
Last Day to Submit Questions and Seek Clarifications; Please send questions to: mtirona@alamedaunified.org	Monday, February 24, 2025, by 2:00pm
Answers posted to District website	Tuesday, February 25, 2025
Prequalification Questionnaire for Prospective Bidder Due (Submitted electronically to mtirona@alamedaunified.org)	Friday, February 28, 2025, by 2:00pm
BID Proposals Due	Friday, March 7, 2025, by 3:00pm
Bid Opening / Notice of Intent to Award	Monday, March 10, 2025
Protest Period Ends	Monday, March 17, 2025
Board Approval	Tuesday, March 25, 2025
Project Start Date	Friday, June 6, 2025
Project Completion Date	Friday, August 8, 2025

END OF DOCUMENT

DOCUMENT 00 21 13

INSTRUCTIONS TO BIDDERS

Bidders shall follow the instructions in this document, and shall submit all documents, forms, and information required for consideration of a Bid.

Alameda Unified School District ("District") will evaluate information submitted by the apparent low Bidder and, if incomplete or unsatisfactory to District, Bidder's bid may be rejected at the sole discretion of District.

1. **Project.** Bids are requested for a general construction contract, or work described in general, for the following project:

Industrial Arts Building Roof Repairs

Site	Address
Alameda High School	2200 Central Ave, Alameda, CA 94501

2. **Sealed Bids.** The district will receive sealed Bids from Bidders as indicated in the Invitation to Bid and each Bidder shall ensure that its Bid:
 - a. Is sealed and marked with the name and address of the Bidder, the Project name and number, the bid number and bid package (if applicable), and the date for opening bids.
 - b. Contains all documents as required herein; and
 - c. Is submitted by date and time shown in the Invitation to Bid.
3. **Bid Opening.** Bids will be opened at or after the time indicated for receipt of bids.
4. **Complete Bids.** Bidders must supply all information required by each Bid Document. Bids must be full and complete. District reserves the right in its sole discretion to reject any Bid as non-responsive as a result of any error or omission in the Bid. Each Bidder must complete and submit all of the following documents as its Bid:
 - Bid Form
 - Bid Bond or other security
 - Designated Subcontractors List
 - Non collusion Declaration
 - Iran Contracting Act Certification
 - a. **Bid Form.** Bidders must submit Bids on the Bid Form and all other required District forms. Bids not submitted on the District's required forms shall be deemed non-responsive and shall not be considered. Additional sheets required to fully respond to requested information are permissible. Bidders shall not modify the Bid Form or qualify their Bids. Bidders shall not submit scanned, re-typed, word-processed, or otherwise recreated versions of the Bid Form or other District-provided documents.
 - b. **Bid Bond or Other Security.** Bidders must submit their Bid Form with cash, a cashier's check or a certified check payable to District, or a bid bond by an admitted surety insurer of not less than ten percent (10%) of their base Bid amount, including all additive alternates. Required form of corporate surety, Bid Bond, is provided by District and must be used and fully completed by Bidders choosing to provide a Bid Bond as security. The Surety on Bidders' Bid Bond must be an insurer admitted in the State of California and authorized to issue surety bonds in the State of California. Bids submitted without necessary bid security will be deemed non-responsive and will not be considered.
 - c. **Designated Subcontractors List.** Bidders must submit with the Bid the Designated Subcontractors List for

those subcontractors who will perform any portion of Work, including labor, rendering of service, or specially fabricating and installing a portion of the Work or improvement according to detailed drawings contained in the plans and specifications, in excess of one half of one percent (0.5%) of total Bid. Failure to fully complete and submit this list when required by law shall result in Bid being deemed non-responsive and the Bid will not be considered.

- d. **Non-Collusion Declaration.** Bidders shall submit the Non-Collusion Declaration with their Bids. Bids submitted without the Non-Collusion Declaration shall be deemed non-responsive and will not be considered.
 - e. **Iran Contracting Act Certification.** Bidders shall submit the Iran Contracting Act Certification with their Bids. Bids submitted without the Iran Contracting Act Certification shall be deemed non-responsive and will not be considered.
5. **Erasures.** Bids shall be clearly written without erasure or deletions. District reserves the right to reject any Bid containing erasures or deletions.
 6. **Words / Numerals.** Discrepancies between written words and figures, or words and numerals, will be resolved in favor of written words.
 7. **Prevailing Wages.** Pursuant to sections 1770 et seq. of the California Labor Code, Bidder and all Subcontractors under the Bidder shall pay all workers on all work performed pursuant to the Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the State of California Department of Industrial Relations (DIR) for the type of work performed and the locality in which the work is to be performed within the boundaries of the District. Copies of the general prevailing rates of per diem wages for each craft, classification, or type of worker needed to execute the Contract, as determined by the DIR are on file with the District and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html.
 8. **Contractor Registration.** Bidder shall ensure that it and its Subcontractors comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5. Bidder and its subcontractors shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Contract.
 9. **DVBE.** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction and/or modernization of school building(s) to have a participation goal for disabled veteran business enterprises (“DVBE”) of at least three percent (3%) per year of the overall dollar amount expended on projects that receive state funding. For any project that is at least partially state-funded, the low Bidder must submit certification of compliance with the procedures for implementation of DVBE contracting goals with its signed Agreement. DVBE Certification Participation Forms are attached. Bidders should not submit these forms with their Bids.
 10. **Bidder Diligence.** Submission of Bid signifies careful examination of the Contract Documents and a complete understanding of the nature, extent, and location of Work to be performed. Bidders must complete the tasks listed below as a condition to bidding, and submission of Bid shall constitute the Bidder's express representation to District that Bidder has fully completed the following:
 - a. Bidder has visited the Project Site, if required, and has examined thoroughly and understood the nature and extent of the Contract Documents, Work, Site, locality, actual conditions, as-built conditions, and all local conditions and federal, state and local laws, and regulations that in any manner may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of the means, methods, techniques, sequences, or procedures of construction to be employed by Bidder and safety precautions and programs incident thereto;

- b. Bidder has conducted or obtained and has understood all examinations, investigations, explorations, tests, reports, and studies that pertain to the subsurface conditions, as-built conditions, underground facilities, and all other physical conditions at or contiguous to the Site or otherwise that may affect the cost, progress, performance, or furnishing of Work, as Bidder considers necessary for the performance or furnishing of Work at the Contract Price, within the Contract Time, and in accordance with the other terms and conditions of Contract Documents, including specifically the provisions of the General Conditions; and no additional examinations, investigations, explorations, tests, reports, studies, or similar information or data are or will be required by Bidder for such purposes;
- c. Bidder has correlated its knowledge and the results of all such observations, examinations, investigations, explorations, tests, reports, and studies with the terms and conditions of the Contract Documents;
- d. Bidder has given the District prompt written notice of all conflicts, errors, ambiguities, or discrepancies that it has discovered in or among the Contract Documents and the actual conditions, and the written resolution thereof by the District is acceptable to Bidder;
- e. Bidder has made a complete disclosure in writing to the District of all facts bearing upon any possible interest, direct or indirect, that Bidder believes any representative of the District or other officer or employee of the District presently has or will have in this Contract or in the performance thereof or in any portion of the profits thereof;
- f. Bidder must, prior to bidding, perform the work, investigations, research, and analysis required by the Instructions to Bidders and that Bidder represented in its Bid Form and the Agreement that it performed prior to bidding. Bidder is charged with all information and knowledge that a reasonable bidder would ascertain from having performed this required work, investigation, research, and analysis. Bid prices must include entire cost of all work "incidental" to completion of the Work.
- g. **Conditions Shown on the Contract Documents:** Information as to underground conditions, as-built conditions, or other conditions or obstructions, indicated in the Contract Documents, e.g., on Drawings or in Specifications, has been obtained with reasonable care, and has been recorded in good faith. However, District only warrants, and Bidder may only rely, on the accuracy of limited types of information.
 - (1) As to above-ground conditions or as-built conditions shown or indicated in the Contract Documents, there is no warranty, express or implied, or any representation express or implied, that such information is correctly shown or indicated. This information is verifiable by independent investigation and Bidder is required to make such verification as a condition to bidding. In submitting its Bid, Bidder shall rely on the results of its own independent investigation. In submitting its Bid, Bidder shall not rely on District-supplied information regarding above-ground conditions or as-built conditions.
 - (2) As to any subsurface condition shown or indicated in the Contract Documents, Bidder may rely only upon the general accuracy of actual reported depths, actual reported character of materials, actual reported soil types, actual reported water conditions, or actual obstructions shown or indicated. District is not responsible for the completeness of such information for bidding or construction; nor is District responsible in any way for any conclusions or opinions of Bidder drawn from such information; nor is District responsible for subsurface conditions that are not specifically shown (for example, District is not responsible for soil conditions in areas contiguous to areas where a subsurface condition is shown).
- h. **Conditions Shown in Reports and Drawings Supplied for Informational Purposes:** Reference is made to the document entitled Existing Information and Documentation Regarding Project Site, for identification of:

- (1) Subsurface Conditions: Those reports of explorations and tests of subsurface conditions at or contiguous to the Project Site that have been utilized by Architect in preparing the Contract Documents; and
 - (2) Physical Conditions: Those drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Project Site that has been utilized by Architect in preparing the Contract Documents.
 - (3) These reports and drawings are **not** Contract Documents and, except for any “technical” data regarding subsurface conditions specifically identified in Existing Information and Documentation Regarding Project Site, and underground facilities data, Bidder may not in any manner rely on the information in these reports and drawings. Subject to the foregoing, Bidder must make its own independent investigation of all conditions affecting the Work and must not rely on information provided by District.
11. **As-Builts.** Bidders may examine any available “as-built” drawings of previous work by giving District reasonable advance notice. District will not be responsible for accuracy of “as-built” drawings. The document entitled Existing Information and Documentation Regarding Project Site applies to all supplied “as-built” drawings.
12. **Questions.** All questions about the meaning or intent of the Contract Documents are to be directed in writing to the District. Interpretations or clarifications considered necessary by the District in response to such questions will be issued in writing by Addenda faxed, mailed, or delivered to all parties recorded by the District as having received the Contract Documents. Questions received less than **SEVEN (7)** calendar days prior to the date for opening Bids may not be answered. Only questions answered by formal written Addenda will be binding. Oral and other interpretations or clarifications will be without legal effect.
13. **Addenda.** Addenda may also be issued to modify parts of the Contract Documents as deemed advisable by the District. Bidder must acknowledge each Addendum in its Bid Form by number or its Bid may be considered non-responsive. Each Addenda shall be part of the Contract Documents. A complete listing of Addenda may be obtained from the District.
14. **Substitution for Specified Items.** Bids shall be based on products and systems specified in Contract Documents or listed by name in Addenda. All requests must comply with the requirements specified in the Special Conditions, the Specifications and the following:
- a. **Request for Substitution Prior to Bid.**
 - (1) District must receive any request for substitution a minimum of **FOURTEEN (14)** calendar days prior to the date of bid opening.
 - (2) The District’s denial of a substitution request prior to the date of bid opening shall be conclusive, requiring Bidders to list only approved items. The District is not responsible and/or liable in any way for a Bidder’s damages and/or claims related, in any way, to that Bidder’s basing its bid on any requested substitution that the District has not approved. Bidder’s Bid shall be deemed non-responsive if it identifies a product or manufacturer of a non-approved substitution.
 - (3) Approved substitutions shall be listed in Addenda.
 - (4) District reserves the right not to act upon submittals of substitutions until after the date of bid opening.
 - b. **Request for Substitution after Bid Award.** Substitutions may be requested after Contract has been awarded only if indicated in and in accordance with requirements specified in the Special Conditions.

- c. **Information with Request.** Requests for substitutions shall contain sufficient information to assess acceptability of the product or system and impact to Project, including, without limitation, the requirements specified in the Special Conditions and the Specifications. Insufficient information shall be grounds for rejection of substitution.
15. **Alternates.** The Contract may include alternates. Alternates are defined as alternate products, materials, equipment, systems, methods, or major elements of the construction, that may, at the District's option and under terms established in the Contract and pursuant to section 20103.8 of the Public Contract Code, be selected for the Work. The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on the criteria as indicated in the Invitation to Bid.
16. **Notice of Award.** The Bidder awarded the Contract shall execute and submit the following documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit these documents entitles District to, among other remedies, make a claim against Bidder's Bid Bond or deposit Bidder's cash, cashier's check, or certified check. The proceeds thereof may be retained by District as liquidated damages, in District's sole discretion.
- a. Agreement: To be executed by successful Bidder. Submit four (4) copies, each bearing an original signature.
 - b. Performance Bond (100%): On the form provided in the Contract Documents and fully executed as indicated on the form.
 - c. Payment Bond (100%) (Contractor's Labor and Material Bond): On the form provided in the Contract Documents and fully executed as indicated on the form.
 - d. Insurance Certificates and Endorsements as required.
 - e. Certifications to be Completed by Contractor
17. **Notice to Proceed.** District may issue a Notice to Proceed within **THREE (3)** months from the date of the Notice of Award. Upon receipt of the Notice to Proceed, Contractor shall complete the Work within the period of time indicated in the Contract Documents. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation or additional time when the Notice to Proceed is issued within the 3-month period.
- a. The District may postpone issuing the Notice to Proceed beyond the 3-month period, upon reasonable notice to Contractor.
 - b. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation as a result of the postponement of the issuance of the Notice to Proceed beyond the 3-month period. If the Contractor believes that a postponement of issuance of the Notice to Proceed will cause a hardship to Contractor, the Contractor may terminate the Contract. Contractor's termination due to a postponement beyond the 3-month period shall be by written notice to District within **SEVEN (7)** calendar days after receipt by Contractor of District's notice of postponement.
 - c. It is further understood by Contractor that in the event Contractor terminates the Contract as a result of postponement by the District, District shall only be obligated to pay Contractor for the Work that Contractor had performed at the time of notification of postponement and which the District had in writing authorized Contractor to perform prior to issuing a Notice to Proceed.
 - d. Should Contractor terminate the Contract as a result of a notice of postponement, District shall have the authority to award the Contract to the next lowest responsive responsible bidder.

18. **Bid Protests.** Any bid protest by any Bidder regarding any other bid on this Project must be submitted in writing to the **Purchasing Department** at the District, before 5:00PM, March 17, 2025. The Purchasing Department will take steps to resolve the bid protest and, if that is not successful, the Business Services /Purchasing Department will refer the bid protest to the Superintendent or his/her designee that is a deputy superintendent and/or a chief officer. These steps are mandatory prior to any bid protest or award of a contract without a resolved bid protest being brought to the District's governing board for consideration.
- a. The protest must contain a complete statement of any and all bases for the protest.
 - b. The protest must refer to the specific portions of all documents that form the bases for the protest, including the specific portion(s) of the bid(s) that the Bidder is protesting.
 - c. The protest must include the name, address and telephone number of the person representing the protesting party.
 - d. The party filing the protest must concurrently transmit a copy of the protest and any attached documentation to all other parties with a direct financial interest that may be adversely affected by the outcome of the protest. Such parties shall include all other bidders or proposers who appear to have a reasonable prospect of receiving an award depending upon the outcome of the protest.
 - e. The procedure and time limits set forth in this paragraph are mandatory and are each bidder's sole and exclusive remedy in the event of bid protest. Failure to comply with these procedures shall constitute a waiver of any right to further pursue the bid protest, including filing a Government Code Claim or legal proceedings.
19. **Rejection of Bids.** District reserves the right to reject any or all bids, including without limitation the right to reject any or all nonconforming, non-responsive, unbalanced, or conditional bids, to re-bid, and to reject the bid of any bidder if District believes that it would not be in the best interest of the District to make an award to that bidder, whether because the bid is not responsive or the bidder is unqualified or of doubtful financial ability or fails to meet any other pertinent standard or criteria established by District. District also reserves the right to waive inconsequential deviations not involving price, time, or changes in the Work. For purposes of this paragraph, an "unbalanced bid" is one having nominal prices for work item(s) that represent substantive work and/or overly enhanced prices for nominal work item(s).
20. **Bidder Responsibility.** Prior to the award of Contract, District reserves the right to consider the responsibility of the Bidder. District may conduct investigations as District deems necessary to assist in the evaluation of any bid and to establish the responsibility, including, without limitation, qualifications and financial ability of Bidders, proposed subcontractors, suppliers, and other persons and organizations to perform and furnish the Work in accordance with the Contract Documents to District's satisfaction within the prescribed time.

END OF DOCUMENT

DOCUMENT 00 31 19

EXISTING INFORMATION AND DOCUMENTATION REGARDING PROJECT SITE

1. Summary

This document describes existing conditions at or near the Project and use of information available regarding existing conditions. This document is **not** part of the Contract Documents. See General Conditions for definition(s) of terms used herein. Contractor is required to request from the District a copy of any reports that it believes are necessary to perform Contractor's Work in a safe, efficient, and workman-like manner.

2. Reports and Information on Existing Conditions

- a. Documents providing a general description of the Site and conditions of the Work may have been collected by District, its consultants, contractors, and tenants. These documents may include previous contracts, contract specifications, tenant improvement contracts, as-built drawings, utility drawings, and information regarding underground facilities.
- b. Information regarding existing conditions may be inspected at the District offices or the Construction Manager's offices, if any, and copies may be obtained at cost of reproduction and handling upon Bidder's agreement to pay for such copies. These reports, documents, and other information are **not** part of the Contract Documents.
- c. Information regarding existing conditions may also be included in the Project Manual but shall **not** be considered part of the Contract Documents.

3. Use of Information

- a. Information regarding existing conditions was obtained only for use of District and its consultants, contractors, and tenants for planning and design and is **not** part of the Contract Documents.
- b. District does not warrant, and makes no representation regarding, the accuracy or thoroughness of any information regarding existing conditions. Bidder represents and agrees that in submitting a bid it is not relying on any information regarding existing conditions supplied by District.
- c. Under no circumstances shall District be deemed to warrant or represent existing above-ground conditions, as-built conditions, or other actual conditions, verifiable by independent investigation. These conditions are verifiable by Contractor by the performance of its own independent investigation that Contractor must perform as a condition to bidding, and Contractor should not and shall not rely on this information or any other information supplied by District regarding existing conditions.
- d. Any information shown or indicated in the reports and other data supplied herein with respect to existing underground facilities at or contiguous to the Project may be based upon information and data furnished to District by the District's employees and/or consultants or builders of such underground facilities or others. District does not assume responsibility for the completeness of this information, and Bidder is solely responsible for any interpretation or conclusion drawn from this information.
- e. District shall be responsible only for the general accuracy of information regarding underground facilities, and only for those underground facilities that are owned by District, and only where Bidder has conducted the independent investigation required of it pursuant to the Instructions to Bidders, and discrepancies are not apparent.

4. Limited Reliance on Certain Information

- a. Reference is made herein for identification of:
 - (1) Reports of explorations and tests of subsurface conditions at or contiguous to the Site that have been utilized by District in preparation of the Contract Documents.
 - (2) Drawings of physical conditions in or relating to existing subsurface structures (except underground facilities) that are at or contiguous to the Site and have been utilized by District in preparation of the Contract Documents.
- b. Bidder may rely upon the general accuracy of the “technical data” contained in the reports and drawings identified above, but only insofar as it relates to subsurface conditions, provided Bidder has conducted the independent investigation required pursuant to Instructions to Bidders, and discrepancies are not apparent. The term “technical data” in the referenced reports and drawings shall be limited as follows:
 - (1) The term “technical data” shall include actual reported depths, reported quantities, reported soil types, reported soil conditions, and reported material, equipment or structures that were encountered during subsurface exploration. The term “technical data” does not include, and Bidder may not rely upon, any other data, interpretations, opinions or information shown or indicated in such drawings or reports that otherwise relate to subsurface conditions or described structures.
 - (2) The term “technical data” shall not include the location of underground facilities.
 - (3) Bidder may not rely on the completeness of reports and drawings for the purposes of bidding or construction. Bidder may rely upon the general accuracy of the “technical data” contained in such reports or drawings.
 - (4) Bidder is solely responsible for any interpretation or conclusion drawn from any “technical data” or any other data, interpretations, opinions, or information provided in the identified reports and drawings.

5. Investigations/Site Examinations

- a. Before submitting a Bid, each Bidder is responsible for conducting or obtaining any additional or supplementary examinations, investigations, explorations, tests, studies, and data concerning conditions (surface, subsurface, and underground facilities) at or contiguous to the Site or otherwise, that may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of the means, methods, techniques, sequences, or procedures of construction to be employed by Bidder and safety precautions and programs incident thereto or that Bidder deems necessary to determine its Bid for performing and furnishing the Work in accordance with the time, price, and other terms and conditions of Contract Documents.
- b. On request, District will provide each Bidder access to the Site to conduct such examinations, investigations, explorations, tests, and studies, as each Bidder deems necessary for submission of a Bid. Bidders must fill all holes and clean up and restore the Site to its former condition upon completion of its explorations, investigations, tests, and studies. Such investigations and Site examinations may be performed during any and all Site visits indicated in the Invitation to Bid and only under the provisions of the Contract Documents, including, but not limited to, proof of insurance and obligation to indemnify against claims arising from such work, and District’s prior approval.

END OF DOCUMENT

DOCUMENT 00 32 00

PREQUALIFICATION QUESTIONNAIRE FOR PROSPECTIVE BIDDERS

The **Alameda Unified School District** (“District”) has determined that contractors on future projects (“Contractor(s)” or “Firm(s)”) must be prequalified prior to submitting a bid or proposal on a project. This form must be completed by:

- A Contractor with a, General B or C-39 license(s) that intends to bid as a **General Contractor** (prime contractor) directly to the district.
- A Contractor with a C-39 license(s) that intends to bid as a **First-Tier subcontractor** to a general contractor (prime contractor) that is bidding directly to the district.

Form Submission. Contractors must complete this District form and **submit electronically** as indicated below; no other prequalification documents submitted by a Contractor will meet the District’s requirements. All Contractors shall submit completed questionnaires and financial statements as follows:

Location	Date
Email: mtirona@alamedaunified.org Alameda Unified School District 2060 Challenger Drive Alameda CA 94501 Attn: Marilou Tirona	Friday, February 28, 2025, by 2:00pm General (prime) Contractors & First-tier subcontractors

Contractor List. The District will make available a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors to all prequalified Contractors at least five (5) Business Days prior to the date for submission of any response to a District bid or other solicitation covered by this prequalification.

References. The District reserves the right to contact any representative at Contractor’s previous projects to gather information about the Contractor and/or to base the District’s prequalification determination on a scoring of Contractor’s references’ responses to questions.

Updates. Contractors who are prequalified must update their prequalification questionnaire if or when Contractor’s status or information changes. The District reserves the right to adjust, suspend, or rescind the prequalification rating of any Contractor based on subsequently learned information.

Non-responsiveness. A Contractor’s prequalification questionnaire shall be deemed nonresponsive if, without limitation, the Contractor’s prequalification questionnaire is not returned on time, does not provide all requested information, is not signed under penalty of perjury by an individual who has the authority to bind the Contractor, is not updated as required or is misleading or inaccurate in any material manner (e.g., financial resources are overstated; previous violations of law are not accurately reported).

Rejection/Waiver/Request. The District reserves the right, in its sole discretion, to reject any or all prequalification questionnaires, to waive irregularities in any prequalification questionnaire or to request further information or documentation from any Contractor.

Public Records. Although the names of Contractors seeking prequalification may be public information, pursuant to, without limitation, Public Contract Code sections 20111.5(a) and 20111.6 (b), each Contractor’s questionnaire and financial statements “shall not be public records and shall not be open to public inspection.” However, the contents of Contractor’s prequalification questionnaires and financial statements may be disclosed to third parties for purposes of clarification or investigation of material allegations or in any appeal process.

Appeal. A Contractor may appeal the District's decision. If a Contractor decides to appeal the District's prequalification decision, it must follow the following procedure:

1. Contractor shall submit, in writing, within **FIVE (5)** Business Days from District's determination, a request for a written response from the District to explain the District's determination.
2. Within five (5) Business Days from receipt of the District's written response to the Contractor's request, Contractor may submit, in writing, a request for a meeting with the District's staff. Contractor may submit with the request any and all information that it believes supports a finding that District's determination should be changed.
3. District staff shall hold a meeting with the Contractor. If the Contractor continues to contest the District's determination after that meeting with District staff, then the Contractor may address the Board at the next public noticed meeting of the District's governing board, pursuant to the governing board's procedures for public comment. **TO PRESERVE THE CONTRACTOR'S RIGHT TO CHALLENGE THE DISTRICT'S DETERMINATION, THE CONTRACTOR SHALL ADDRESS THE BOARD AT THE NEXT PUBLIC NOTICED MEETING OF THE BOARD AFTER CONTRACTOR'S MEETING WITH DISTRICT STAFF.**
4. **FAILURE OF A CONTRACTOR TO TIMELY FOLLOW ALL APPEAL STEPS SHALL BE A WAIVER OF THE CONTRACTOR'S RIGHT TO APPEAL THE DISTRICT'S DECISION.**

CONTRACTOR (OR "FIRM") INFORMATION

Contractor's company name:		
Address:		
Telephone:		
Mobile telephone:		
E-mail:		
Years in business under current company name:		
Years at the above address:		
Types of work performed with own forces:		
Gross revenue of the Firm for the past three (3) years:		
\$	\$	\$
Submit an audited or reviewed financial statement for the past two (2) full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.		
Name of license holder exactly as on file with the California State License Board:		
License classification(s):		
License Number(s):		
License expiration date(s):		
Department of Industrial Relations registration number (Per Labor Code section 1725.5):		
Number of years license holder has held the listed license(s):		
Number of years Contractor has done business in California under contractor's license law:		
Number of years Contractor has done business in California under current Contractor's license:		
Has your Firm changed name(s) or license number(s) in the past five (5) years? (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Has there been any change in ownership of the Firm at any time in the past five (5) years? NOTE: A corporation whose shares are publicly traded is not required to answer this question. (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Is the Firm a subsidiary, parent, holding company, or affiliate of another construction firm? NOTE: Include information about other firms if one firm owns ten percent (10%) or more of another, or if an owner, partner, or officer of your Firm holds a similar position in another firm. (Y / N). If "yes", explain on a separate signed sheet, the name of the related company(ies) and the percent ownership.		
Indicate the form of Contractor's firm (type of business entity):		
<input type="checkbox"/> Individual	<input type="checkbox"/> Sole Proprietorship	
<input type="checkbox"/> Partnership	<input type="checkbox"/> Limited Partnership	
<input type="checkbox"/> Limited Liability Company	<input type="checkbox"/> Joint Venture	
<input type="checkbox"/> Corporation, State: _____		
<input type="checkbox"/> Other: _____		

List the following for each corporation officer, general partner, limited partner, owner, etc. (as applicable) for the Contractor's type of entity. For joint ventures, include this information for each entity in the joint venture and the percent ownership of each joint venture. Attach all additional information on separate signed sheets as needed.

Name	Position	Years with Co.	% Ownership

Identify every construction firm, contractor and/or construction management firm that the Contractor or any person listed above has been associated with (as officer, general partner, limited partner, owner, RMO, RME etc.) at any time during the **past five (5) years** ("Associated Firm"). Include all additional references and/or information on separate signed sheets.
 NOTE: For this question, "owner" and "partner" refers to ownership of ten percent (10%) or more of the business, or ten percent (10%) or more of its stock if the business is a corporation. include all additional information on separate signed sheets as needed.

Name of Person at Associated Firm	Name of Associated Firm	Contractor's License No. of Associated Firm	Dates of Person's Participation with Associated Firm

CONTRACTOR'S BONDING COMPANY (SURETY) INFORMATION

Name(s) of bonding company(ies) your Firm has utilized over the past five (5) years (not broker or agency):

Address(es) of those bonding company(ies):

Number of years Contractor has been with those bonding company/surety:

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Name of broker/agent:

Address of broker/agent:

Telephone number of broker/agent:

E-mail of broker/agent:

Contractor's total current bonding capacity: \$

CONTRACTOR'S INSURANCE INFORMATION

Name of insurance company(ies) your Firm has utilized over the past five (5) years (not broker or agency):

Address of those insurance company(ies):

"Best" rating(s) for those insurance company(ies):

--	--	--

Number of years Contractor has been with those insurance company(ies):

--	--	--

Name of broker/agent:

Address of broker/agent:

Telephone number of broker/agent:

E-mail of broker/agent:

Contractor's current insurance limits for the following types of coverage:

Commercial General Liability	Each occurrence	\$
	General aggregate	\$
Product Liability & Completed Operations	Each occurrence	\$
	General aggregate	\$
Automobile Liability – Any Auto	Combined Single Limit (per occurrence)	\$
Employers' Liability		\$
Builder's Risk (Course of Construction)		

Workers' Compensation Experience Modification Rate for the past five (5) premium years:

(1) Current year:	(2)	(3)
	(4)	(5)

QUESTIONS

Pass/Fail Questions (Essential Criteria)		CIRCLE ONE	
1a.	GENERAL CONTRACTORS ONLY: Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> • Three (3) California K-12 public school district construction projects, • Each with a value of at least \$750,000, and • All within the past five (5) years? (Please circle one) <p>NOTE: You must list these projects in the “Contractor Project References” Section.</p>	YES	NO
		NO = cannot prequalify	
1b.	FIRST-TIER SUBCONTRACTORS ONLY: Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> • Two (2) California K-12 public school district construction projects, • Each with a value of at least \$750,000, and • All within the past five (5) years? (Please circle one). <p>NOTE: You must list these projects in the “Contractor Project References” Section.</p>	YES	NO
		NO = cannot prequalify	
2.	Does your Firm currently hold all contractors’ license(s) necessary to perform the work and have those license(s) been consistently active for at least five (5) years without revocation or suspension? (Please circle one).	YES	NO
		NO = cannot prequalify	
3.	Has your Firm or an Associated Firm been found non-responsible, debarred, disqualified, forbidden, or otherwise prohibited from performing work and/or bidding on work for any public agency within California within the past five (5) years? (Please circle one).	YES	NO
		YES = cannot prequalify	
4.	Has your Firm or an Associated Firm defaulted on a contract or been terminated for cause by any public agency on any project within California within the past five (5) years and, if so and if challenged, has that default or termination been upheld by a court or an arbitrator? (Please circle one).	YES	NO
		YES = cannot prequalify	
5.	Has your Firm or an Associated Firm or any of their owners or officers been convicted of a crime under federal, state, or local law involving: <ol style="list-style-type: none"> (1) Bidding for, awarding of, or performance of a contract with a public entity. (2) Making a false claim(s) to any public entity; or (3) Fraud, theft, or other act of dishonesty to any contracting party within the past ten (10) years? (Please circle one).	YES	NO
		YES = cannot prequalify	
6.	Has a performance bond surety for your Firm or a performance bond surety for an Associated Firm had to: <ol style="list-style-type: none"> (1) Takeover or complete a project, (2) Supervise the work of a project, or (3) Pay amounts to third parties to satisfy claims against your performance bond related to construction activities of your Firm or an Associated Firm within the past five (5) years? (Please circle one). 	YES	NO
		YES = cannot prequalify	
<div style="display: flex; align-items: center; justify-content: center;"> <p> If you answered: “NO” to questions 1a, 1b, or 2 or “YES” to questions 3-6, then STOP. You are not eligible for prequalification at this time. </p> </div>			

Scored Questions		CIRCLE ONE	
1.	<p>Has your Firm paid liquidated damages pursuant to a contract for a project with either a public or private owner within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), damages(s), and date(s).</p>	YES	NO
2.	<p>Has your Firm paid a premium of more than one percent (1%) for a performance and payment bond on any project(s) within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), the premium amount(s), and date(s).</p>	YES	NO
3.	<p>Has any insurer had to pay amounts to third parties that were in any way related to construction activities of your Firm within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), the amount(s) paid, and date(s).</p>	YES	NO
4.	<p>Has your Firm's Workers' Compensation Experience Modification Rate exceeded 1.0 at any time for the past five (5) premium years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the EMR(s) and the applicable date(s).</p>	YES	NO
5.	<p>Has there been a period when your Firm had employees but was without workers' compensation insurance or state-approved self-insurance within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the reason(s) for not having this insurance and the applicable date(s).</p>	YES	NO
6.	<p>Has your Firm declared bankruptcy or been placed in receivership within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the type of bankruptcy, the Firm's current recovery plan, and the applicable date(s).</p>	YES	NO
7.	<p>Has your Firm been denied bond coverage by a surety company, or has there been a period of time when your Firm had no surety bond in place during a public construction project when one was required within the past five (5) years? (Please circle one).</p> <p>If YES, provide details on a separate signed sheet indicating the date(s) when your Firm was denied coverage and the name of the company or companies which denied coverage; and the period(s) during which you had no surety bond in place.</p>	YES	NO
8.	<p>Has a project owner, general contractor, architect, or construction manager filed claim(s) in an amount exceeding \$50,000 against your Firm, or has your Firm filed claim(s) in an amount exceeding \$50,000 against a project owner, general contractor, architect, or construction manager in the past five (5) years?</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), claim(s) and the date(s) of claim(s).</p>	YES	NO

9.	<p>Has your Firm or an Associated Firm been cited and/or assessed any penalties for non-compliance with state and/or federal laws and/or regulations, including public bidding requirements and Labor Code violations, within the past five (5) years?</p> <p>If “YES,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation(s) and/or assessment(s).</p>	YES	NO
10.	<p>Has your Firm been cited and/or assessed penalties by the Environmental Protection Agency, any air quality management district, any regional water quality control board, or any other environmental agency within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation.</p>	YES	NO
11.	<p>Has CAL OSHA and/or federal Occupational Safety and Health Administration cited and assessed penalties against your Firm, including any “serious,” “willful” or “repeat” violations of safety or health regulations within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation. If the citation was appealed and a decision has been issued, state the case number and the date of the decision.</p>	YES	NO
12.	<p>Has your Firm been required to pay either back wages or penalties for its failure to comply with California’s prevailing wage laws, with California’s apprenticeship laws or regulations, or with federal Davis-Bacon prevailing wage laws within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), the nature of the violation(s), the name and owner of the project(s), the number of employees who were initially underpaid and the amount of back wages and penalties that your Firm was required to pay.</p>	YES	NO
13.	<p>Does your Firm require weekly documented safety meetings to be held for construction employees and field supervisors during the course of a project?</p>	YES	NO
14.	<p>Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your Firm for use on any public work project for which you are awarded a contract by the District.</p>		

CONTRACTOR PROJECT REFERENCES

List **ALL** projects in which your Firm has participated as a contractor or first-tier subcontractor during the past **four (4) years** with a Firm contract value of more than **\$500,000**.

- You may limit your response to the thirty (30) most-recently completed projects, but you **must** include at least the three (3) most recent California K-12 public school projects with a contract value of more than \$500,000 performed by your Firm.
- Include all information indicated below on separate signed sheets as necessary, and explain or clarify any response as necessary

Project Name/Identification:

Project address/location:

Project owner, contact person, and telephone:

Project architect name and telephone number:

If contractor was a subcontractor on the project, name of general contractor and telephone number:

Scope of Work:

Original completion date:

Date completed:

Initial contract value (as of time of bid award):

Final contract value:

Did the project include constructing or modernizing an earthquake resistant building?

CERTIFICATION

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

Date: _____

Proper Name of Contractor: _____

Signature: _____

By: _____ (Print Name)

Title: _____

DOCUMENT 00 41 13

BID FORM

To: Governing Board of **Alameda Unified School District** ("District")

From: _____
(Proper Name of Bidder)

1. **Total Bid.** The undersigned declares that the Contract Documents including, without limitation, the Invitation to Bid, the Instructions to Bidders, and the Special Conditions have been read, and agrees and proposes to furnish all necessary labor, materials, and equipment to perform and furnish all work in accordance with the terms and conditions of the Contract Documents, including, without limitation, the Drawings and Specifications for the following project:

Industrial Arts Building Roof Repairs

and will accept in full payment for that Work the following total lump sum amount, all taxes included:

Dollars	\$	
Bid Item No. 1 for <u>All scope items per specifications and drawings.</u>		
Twenty Thousand	Dollars	\$ 20,000.00
Allowance for <u>unforeseen damaged roof deck, flashings, or other roof accessories not captured in the specifications and drawings as approved by AUSD.</u>		
	Dollars	\$
TOTAL BASE BID		
NOTE: IF THERE ARE ALLOWANCES IDENTIFIED IN THIS BID FORM, DO NOT INCLUDE ANY ALLOWANCE(S) AMOUNTS IN THESE BID AMOUNTS.		

2. **Contract Review.** The undersigned has reviewed the Work outlined in the Contract Documents and fully understands the scope of Work required in this bid, understands the construction and project management function(s) is described in the Contract Documents, and that each Bidder who is awarded a contract shall be in fact a prime contractor, not a subcontractor, to the District, and agrees that its bid, if accepted by the District, will be the basis for the Bidder to enter into a contract with the District in accordance with the intent of the Contract Documents.
3. **Requests for Clarification.** The undersigned has notified the District in writing of any discrepancies or omissions or of any doubt, questions, or ambiguities about the meaning of any of the Contract Documents, and has contacted the Construction Manager before bid date to verify the issuance of any clarifying Addenda.
4. **Contract Time.** The undersigned agrees to commence work under this Contract on the date established in the Contract Documents and to complete all work within the time specified in the Contract Documents.

5. **Contractual Provisions.** The undersigned hereby acknowledges and agrees to be bound by following provisions and all provisions in the Contract Documents:

- The liquidated damages clause of the General Conditions and Agreement.
- The "Changes in the Work" provisions in the General Conditions that limit the permitted charges and mark-ups on change orders and on the amount of home office overhead that the successful bidder can receive from the District.
- The "Claims" provisions in the General Conditions that delineate the required process to submit and process disputes and claims.

6. **Bid Open for 90 Days.** It is understood that the District reserves the right to reject this bid and that the bid shall remain open to acceptance and is irrevocable for a period of ninety (90) days.

7. **Attachments.** The following documents are attached hereto:

- The Bid Bond on the District's form or other security
- The Designated Subcontractors List
- The Non Collusion Declaration
- Iran Contracting Act Certification

8. **Addenda Acknowledgement.** Receipt and acceptance of the following addenda is hereby acknowledged:

No.____, Dated _____	No.____, Dated _____
No.____, Dated _____	No.____, Dated _____
No.____, Dated _____	No.____, Dated _____
<input type="checkbox"/> Or check here if no addenda were issued.	

9. **Bidder's License.**

- Bidder acknowledges that the license required for performance of the Work is as stated in the Invitation to Bid.
- Bidder certifies that it is, at the time of bidding, and shall be throughout the period of the contract, licensed by the State of California to do the type of work required under the terms of the Contract

Documents. Bidder further certifies that it is regularly engaged in the general class and type of work called for in the Contract Documents.

10. **Labor Harmony.** The undersigned hereby certifies that Bidder is able to furnish labor that can work in harmony with all other elements of labor employed or to be employed on the Work.
11. **DIR Registration.** Bidder shall ensure that it and its Subcontractors comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5.
12. **General Acknowledgement.** The Bidder represents that it is competent, knowledgeable, and has special skills with respect to the nature, extent, and inherent conditions of the Work to be performed. Bidder further acknowledges that there are certain peculiar and inherent conditions existent in the construction of the Work that may create, during the Work, unusual or peculiar, unsafe conditions hazardous to persons and property. Bidder expressly acknowledges that it is aware of such peculiar risks and that it has the skill and experience to foresee and to adopt protective measures to adequately and safely perform the Work with respect to such hazards.
13. **False Claims Act.** Bidder expressly acknowledges that it is aware that if a false claim is knowingly submitted (as the terms "claim" and "knowingly" are defined in the California False Claims Act, Cal. Gov. Code, §12650 et seq.), the District will be entitled to civil remedies set forth in the California False Claim Act. It may also be considered fraud and the Contractor may be subject to criminal prosecution.

Furthermore, Bidder hereby certifies to the District that all representations, certifications, and statements made by Bidder, as set forth in this bid form, are true and correct and are made under penalty of perjury.

Dated this _____ day of _____, 20 _____

Signature _____

Signed by (Print Name) _____

Title of Person Signing _____

Name of Bidder _____

Type of Organization _____

Address of Bidder _____

Taxpayer's Identification No. of Bidder _____

Telephone Number _____

Fax Number _____

E-mail _____ Web page _____

Bidder's DIR Registration No.: No.: _____

Contractor's License No(s): No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

If Bidder is a corporation, provide the following:

Name of Corporation: _____

President: _____

Secretary: _____

Treasurer: _____

Manager: _____

END OF DOCUMENT

DOCUMENT 00 43 13

BID BOND (SECURITY)

**(Note: If Bidder is providing a bid bond as its bid security,
Bidder must use this form, NOT a surety company form.)**

KNOW ALL PERSONS BY THESE PRESENTS:

That the undersigned, _____ as Principal ("Principal"),

and _____ as Surety ("Surety"),

a corporation organized and existing under and by virtue of the laws of the State of _____

and authorized to do business as a surety in the State of California, are held and firmly bound unto the

Alameda Unified School District ("District")

of _____ County, State of California as Obligee, in the sum of

_____ (\$ _____)

lawful money of the United States of America, for the payment of which sum well and truly to be made, we, and each of us, bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that whereas the Principal has submitted a bid to the District for all Work specifically described in the accompanying bid;

NOW, THEREFORE, if the Principal is awarded the Contract and, within the time and manner required under the Contract Documents, after the prescribed forms are presented to Principal for signature, enters into a written contract, in the prescribed form in accordance with the bid, and files two bonds, one guaranteeing faithful performance and the other guaranteeing payment for labor and materials as required by law, and meets all other conditions to the contract between the Principal and the Obligee becoming effective, or if the Principal shall fully reimburse and save harmless the Obligee from any damage sustained by the Obligee through failure of the Principal to enter into the written contract and to file the required performance and labor and material bonds, and to meet all other conditions to the Contract between the Principal and the Obligee becoming effective, then this obligation shall be null and void; otherwise, it shall be and remain in full force and effect. The full payment of the sum stated above shall be due immediately if Principal fails to execute the Contract within seven (7) days of the date of the District's Notice of Award to Principal.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work to be performed thereunder, or the specifications accompanying the same, shall in any way affect its obligation under this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work, or to the specifications.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including a reasonable attorneys' fee to be fixed by the Court.

If the District awards the bid, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

Principal

By

Surety

By

Name of California Agent of Surety

Address of California Agent of Surety

Telephone Number of California Agent of Surety

Bidder must attach Power of Attorney and Certificate of Authority for Surety and a Notarial Acknowledgment for all Surety's signatures. The California Department of Insurance must authorize the Surety to be an admitted Surety Insurer.

END OF DOCUMENT

DOCUMENT 00 43 36

DESIGNATED SUBCONTRACTORS LIST

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

Industrial Arts Building Roof Repairs

1. **Listed.** Bidder must list hereinafter the name and location of each subcontractor who will be employed, and the scope of Work that each will perform if the Contract is awarded to the Bidder. Bidder acknowledges and agrees that under Public Contract Code section 4100, et seq., it must clearly identify the name and location of each subcontractor who will perform work or labor or render service to the Bidder in or about the construction of the Work in an amount in excess of one-half of one percent (1/2 of 1%) of Bidder's total Bid.
2. **Same Scope.** In case more than one subcontractor is named for the same scope of Work, state the portion that each will perform.
3. **No Vendors or Suppliers.** Bidder need not list entities that are only vendors or suppliers of materials.
4. **Not Listed.** As to any Work that Bidder fails to list that is in excess of one-half of one percent (1/2 of 1%) of Bidder's total Bid, Bidder agrees to perform that portion itself or be subjected to penalty under applicable law.
5. **Alternate Work.** If alternate bids are called for and Bidder intends to use Subcontractors different from or in addition to those Subcontractors listed for work under the base Bid, Bidder must list Subcontractors that will perform Work in an amount in excess of one half of one percent (1/2 of 1%) of Bidder's total Bid, including alternates.
6. **DVBEs.** Bidder must indicate which, if any, of these subcontractors are disabled veteran business enterprises (DVBE) and the estimated percentage of the Work those subcontractor(s) will perform.
7. **CSLB Number.** Bidder must provide the Contactor State License Board number ("CSLB No.") for all listed subcontractors.
8. **DIR Number.** Bidder must provide the Department of Industrial Relations registration number ("DIR No.") for all listed subcontractors.
9. **THE DISTRICT WILL PERMIT EACH BIDDER TO SUBMIT EACH LISTED SUBCONTRACTOR'S CSLB NO. AND THE DIR NO. NO LATER THAN TWENTY-FOUR (24) HOURS AFTER BID OPENING.**
10. **Additional Sheets.** If further space is required for the list of proposed subcontractors, additional sheets showing the required information, as indicated below, shall be attached hereto and made a part of this document.

I certify and declare under penalty of perjury under the laws of the State of California that all the information listed on the following page(s) is complete, true, and correct.

Date: _____

Proper Name of Bidder: _____

Signature: _____

Print Name: _____

Title: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

END OF DOCUMENT

DOCUMENT 00 43 40

NONCOLLUSION DECLARATION
Public Contract Code § 7106

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

The undersigned declares:

I am the _____ **[PRINT YOUR TITLE]**

of _____ **[PRINT FIRM NAME],**

the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on the following date:

Date: _____

Proper Name of Bidder: _____

City, State: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 43 50

IRAN CONTRACTING ACT CERTIFICATION (Public Contract Code § 2204)

Industrial Arts Building Roof Repairs

Pursuant to Public Contract Code (PCC) section 2204, an Iran Contracting Act certification is required for solicitations of goods or services of one million dollars (\$1,000,000) or more.

Bidder shall complete **ONLY ONE** of the following three paragraphs.

1. Bidder's Total Base Bid is less than one million dollars (\$1,000,000).

OR

2. Bidder's Total Base Bid is one million dollars (\$1,000,000) or more, but Bidder is **not** on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code § 2203(b), and Bidder is not a financial institution extending twenty million dollars (\$20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

OR

3. Bidder's Total Base Bid is one million dollars (\$1,000,000) or more, but the District has given prior written permission to Bidder to submit a proposal pursuant to PCC 2203(c) or (d). **A copy of the written permission from the District is included with Bid.**

I certify that I am duly authorized to legally bind the Bidder to this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: _____

Proper Name of Bidder: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 00

NOTICE OF AWARD

Dated: _____, 2025

To: _____
("Contractor")

(Address)

From: Governing Board ("Board") of **Alameda Unified School District** ("District")

Re: **Industrial Arts Building Roof Repairs**

Contractor was awarded the Contract on _____, 2025, by the authority by the Alameda Unified School District Board.

The Contract Price is _____ Dollars (\$ _____), and includes alternates _____.

Three (3) copies of each of the Contract Documents (except Drawings) accompany the Notice of Award. Three (3) sets of the Drawings will be delivered separately or otherwise made available. Additional copies are available at cost of reproduction.

Contractor must comply with the following conditions precedent within **SEVEN (7)** calendar days of the date of this Notice of Award.

Contractor shall execute and submit the following Contract Documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit the following Contract Documents entitles District to foreclose on Contractor's bid bond and award the contract to the next responsive, responsible bidder.

- a. Agreement: Submit four (4) copies, each bearing an original signature. **If Contractor is a corporation, Contractor must attach a certified copy of the corporation's by-laws, or the resolution of the Board of Directors of the corporation, authorizing the signatory to execute the Agreement and the bonds required by the Contract Documents.**
- b. Escrow of Bid Documentation: Include all required documentation. Refer to the Escrow of Bid Documentation document for details.
- c. Performance Bond (100%): Fully executed form provided in the Contract Documents.
- d. Payment Bond (100%) (Contractor's Labor and Material Bond): Fully executed form provided in the Contract Documents.
- e. Insurance Certificates and Endorsements as required.
- f. Certifications to be Completed by Contractor.
- g. Disabled Veterans' Business Enterprise Participation Certification.
- h. Criminal Background Investigation/Fingerprinting Certification.

Failure to comply with these conditions within the time specified will entitle District to consider Contractor's bid abandoned, to annul the Notice of Award, and to declare Contractor's Bid Security forfeited, as well as any other rights the District may have against Contractor.

District will return to Contractor one fully signed counterpart of the Agreement.

Alameda Unified School District

SIGNATURE: _____

NAME: _____

TITLE: _____

END OF DOCUMENT

DOCUMENT 00 45 10

AGREEMENT

This agreement is made and entered into on _____, 2025, by and between the **Alameda Unified School District** ("District") and _____ ("Contractor") ("Agreement"). The District and the Contractor agree as follows:

1. **The Work:** Contractor shall furnish all tools, equipment, apparatus, facilities, labor, and material necessary to perform and complete in a good and workmanlike manner, the work of the following project:

Industrial Arts Building Roof Repairs

The Work shall be performed and completed as required in the Contract Documents as defined in the General Conditions including, without limitation, the Drawings and Specifications, under the direction and supervision of, and subject to, the approval of the District or its authorized representative.

2. **The Contract Documents:**

- a. The complete Contract consists of all Contract Documents as defined in the General Conditions and incorporated herein by this reference. All obligations of the District and Contractor are fully set forth and described in the Contract Documents. The Contract Documents are intended to cooperate so that Work called for in one and not mentioned in the other or vice versa is to be performed the same as if mentioned in all Contract Documents.
- b. **Interpretation of Contract Documents/Order of Precedence:** Questions concerning the intent, precedence, or meaning of the Contract Documents, including the Drawings or Specifications, shall be submitted to the District for interpretation. Inconsistencies in the Contract Documents shall be resolved by giving precedence in the following order:
- (i) District-approved modifications, beginning with the most recent (if any);
 - (ii) Agreement;
 - (iii) Special Conditions (if any);
 - (iv) Supplemental Conditions (if any);
 - (v) General Conditions;
 - (vi) Remaining Division 0 documents (Documents beginning with "00");
 - (vii) Division 1 Documents (Documents beginning with "01");
 - (viii) Division 2 (Existing Conditions)
 - (ix) Division 7 (Technical Specifications);
 - (x) Small-scale drawings.

In case of conflict, the greater quantity and/or higher standard of workmanship shall apply unless the District expressly in writing (e.g., via a Change Order) accepts a lesser quantity or lower quality of workmanship and the Contract Price is adjusted accordingly. The decision of the District in the matter shall be final.

3. **Integration / Modification.** The Contract Documents and any documents specifically incorporated by reference are completely integrated as the complete and exclusive statement of the terms of the Agreement. This Agreement supersedes all previous contracts, agreements, and / or communications, both oral and written, and constitutes the entire understanding of the District and Contractor. No extrinsic evidence whatsoever shall be admissible or used to explain or supplement the terms of the Contract, Contract Documents, or any items incorporated by reference. No changes, amendments or alterations shall be effective unless in writing, signed by both Parties, and unless provided otherwise by the Contract Documents.

4. **Time for Completion:** It is hereby understood and agreed that the Contractor shall complete the Work by **August 8, 2025**. The District shall not approve an early completion schedule by Contractor. A schedule showing the Work completed in less than the Contract Time indicated in the Contract, shall be considered to have Project Float

5. **Completion-Extension of Time:** If Contractor fails to complete the Work within the Contract Time, due allowance being made for the contingencies provided for herein, Contractor shall become liable to District for all loss and damage that District may suffer on account thereof. Contractor shall coordinate its Work with the work of all other contractors. The District shall not be liable for delays resulting from Contractor's failure to coordinate its Work with other contractors in a manner that allows for timely completion of Contractor's Work. Contractor shall be liable for delays to other contractors caused by Contractor's failure to coordinate its Work with the work of other contractors.

6. **Contract Price:** In consideration of the foregoing covenants, promises, and agreements, Contractor offers, in the amounts stated below, to perform the Work according to the Contract Documents. District covenants, promises, and agrees that it will pay and cause to be paid to Contractor in full, and as the Contract Price the following amount(s):

	Dollars	(\$)
<hr/>				
(Base Contract Amount)				
Twenty Thousand	Dollars	(\$	20,000.00)
<hr/>				
(Allowance) <i>(For damaged roof decking, failed flashings, or other miscellaneous roof accessories)</i>				
<hr/>				
	Dollars	(\$)
<hr/>				
("Contract Price")				

THE ABOVE ALLOWANCES ARE WITHIN THE CONTRACT PRICE ONLY TO THE EXTENT CONTRACTOR HAS PERFORMED WORK ENCOMPASSED BY THE ALLOWANCE DESCRIPTION, THE CONTRACTOR HAS APPROPRIATELY INVOICED FOR THAT WORK, AND DISTRICT HAS APPROVED CONTRACTOR'S INVOICE. CONTRACTOR SHALL INVOICE ONLY FOR COMPONENTS OF THE WORK ENCOMPASSED BY THE ALLOWANCE DESCRIPTION, IN THE IDENTICAL STRUCTURE AS A CHANGE ORDER. THE UNUSED PORTION OF EACH ALLOWANCE SHALL BE RETAINED BY THE DISTRICT.

- a. The Contract Price shall be paid in lawful money of the United States pursuant to the payment provisions in the General Conditions.

- b. The District may, at its sole discretion, increase or decrease the Contract Price by unit prices or alternates contained in Contractor's original bid. If the Bid for the Work included proposal(s) for Alternate Bid Item(s), during Contractor's performance of the Work, the District may elect to add any such Alternate Bid Item(s) if the that item did not form a basis for award of the Agreement or delete any such Alternate Bid Item(s) if that item formed a basis for award of the Agreement. If the District elects to add or delete an Alternate Bid Item(s) pursuant to the foregoing, the cost or credit for that Alternate Bid Item(s) shall be as set forth in the Contractor's Bid, at the District's discretion. If any Alternate Bid Item is added or deleted from the Work pursuant to the foregoing, the Contract Time shall be adjusted by the number of days allocated for the added or deleted Alternate Bid Item in the Contract Documents; if days are not allocated for any Alternate Bid Item added or deleted pursuant to the foregoing, the Contract Time shall be equitably adjusted.

7. **Insurance and Bonds:** Contractor shall provide all required certificates of insurance, and payment and performance bonds.

8. **Performance of Work:** If Contractor fails to perform the Work properly or fails to perform any provisions of this Contract, the District, may, pursuant to the General Conditions and without prejudice to any other remedy it may have, cure the deficiencies and deduct the cost thereof from the payment then or thereafter due Contractor.

9. **Authority of Architect, Project Inspector, and DSA:** Contractor hereby acknowledges that the Architect(s), the Project Inspector(s), and the Division of the State Architect have authority to approve and/or stop Work if Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. Contractor shall be liable for any delay caused by its non-compliant Work.

10. **Assignment of Contract:** Neither the Contract, nor any part thereof, nor any moneys due or to become due thereunder, may be assigned by Contractor without the written approval of District, nor without the written consent of the Surety on Contractor's Performance Bond (the "Surety"), unless the Surety has waived in writing its right to notice of assignment.

11. **Classification of Contractor's License:** Contractor hereby acknowledges that it currently holds valid Type A, B, C-33, or C-61 Contractor's license(s) issued by the State of California, Contractor's State Licensing Board, in accordance with division 3, chapter 9, of the Business and Professions Code and in the classification called for in the Contract Documents.

12. **Payment of Prevailing Wages:** Contractor and all Subcontractors under Contractor shall pay all workers on Work performed pursuant to this Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code.

13. **Contractor & Subcontractor Registration:** Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including complying with any applicable enforcement by the Department of Industrial Relations.

14. **Authority of Contractor's Representative:** Contractor hereby certifies that its legal representative as defined in the General Conditions and the person(s) it employees on the Project at or above the level of project superintendent, each have the authority to legally bind the Contractor.

15. **Severability:** If any term, covenant, condition, or provision of the Contract Documents is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions in the Contract Documents shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

IN WITNESS WHEREOF, accepted and agreed on the date indicated above:

Dated: _____, 2025

Dated: _____, 2025

Alameda Unified School District

_____ **Contractor**

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

NOTE: If the Contractor is a corporation, Contractor must attach a certified copy of the corporation's by-laws, or of the resolution of the Board of Directors of the corporation, authorizing the above person to execute this Agreement and the bonds required by the Contract Documents.

END OF DOCUMENT

DOCUMENT 00 45 40

CERTIFICATIONS TO BE COMPLETED BY CONTRACTOR

THE UNDERSIGNED MUST CHECK EACH BOX AND EXECUTE THIS FORM AND HEREBY CERTIFIES TO THE GOVERNING BOARD OF THE DISTRICT THAT:

- He/she is a representative of the Contractor,
- He/she is familiar with the facts herein certified and acknowledged,
- He/she is authorized and qualified to execute this Agreement and these certifications on behalf of Contractor and that by executing this Agreement he/she is certifying the following items.

Labor Code Sections 1860-1861 (Workers' Compensation). In accordance with Labor Code section 3700, every contractor will be required to secure the payment of compensation to his or her employees. I acknowledge and certify under penalty of perjury that I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

Government Code Sections 8355-8357 (Drug-Free Workplace). I acknowledge and certify under penalty of perjury that I will provide a drug-free workplace by doing all of the following:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying the actions that will be taken against employees for violations of the prohibition.
- (2) Establishing a drug-free awareness program to inform employees about all of the following:
 - (A) The dangers of drug abuse in the workplace.
 - (B) The person's or organization's policy of maintaining a drug-free workplace.
 - (C) Any available drug counseling, rehabilitation, and employee assistance programs.
 - (D) The penalties that may be imposed upon employees for drug abuse violations.
- (3) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I also acknowledge that this Contract may be subject to suspension of payments under the contract or grant or termination of the contract or grant, or both, and the contractor or grantee thereunder may be subject to debarment, in accordance with the requirements of the above-referenced statute, if the contracting or granting agency determines that any of the following has occurred:

- (1) The contractor or grantee has made a false certification under Section 8355.
- (2) The contractor or grantee violates the certification by failing to carry out the requirements of subdivisions (a) to (c), inclusive, of Section 8355.

I also acknowledge that the Department of General Services shall establish and maintain a list of individuals and organizations whose contracts or grants have been canceled due to failure to comply with the above-referenced statute. This list shall be updated monthly and published each month. No state agency shall award a contract or grant to a person or organization on the published list until that person or organization has complied with the above-referenced statute.

Tobacco-Free Environment. Pursuant to, without limitation, 20 U.S.C. section 6083, Labor Code section 6400 et seq., Health & Safety Code section 104350 et seq. and District Board Policies, all District sites, including the Project site, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school owned vehicles and vehicles owned by others while on District property.

I acknowledge and certify under penalty of perjury that I am aware of the District's policy regarding tobacco-free environments at District sites, including the Project site and acknowledge and certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents to use tobacco and/or smoke on the Project site. The District also prohibits electronic cigarettes, "vaping" or similar product uses on District sites.

No Hazardous Materials. I acknowledge and certify under penalty of perjury that no Asbestos, or Asbestos-Containing Materials, polychlorinated biphenyl (PCB), or any material listed by the federal or state Environmental Protection Agency or federal or state health agencies as a hazardous material, or any other material defined as being hazardous under federal or state laws, rules, or regulations ("New Hazardous Material"), shall be furnished, installed, or incorporated in any way into the Project or in any tools, devices, clothing, or equipment used to affect any portion of Contractor's work on the Project for District. I have instructed our employees with respect to the above-mentioned standards, hazards, risks, and liabilities.

- (i) Asbestos and/or asbestos-containing material shall be defined as all items containing but not limited to chrysotile, crocidolite, amosite, anthophyllite, tremolite, and actinolite. Any or all material containing greater than one-tenth of one percent (.1%) asbestos shall be defined as asbestos-containing material. Any disputes involving the question of whether or not material is New Hazardous Material shall be settled by electron microscopy or other appropriate and recognized testing procedure, at the District's determination. The costs of any such tests shall be paid by Contractor if the material is found to be New Hazardous Material.
- (ii) All Work or materials found to be New Hazardous Material or Work or material installed with equipment containing "New Hazardous Material," will be immediately rejected and this Work will be removed at Contractor's expense at no additional cost to the District.

The Contractor must immediately notify the District within two (2) Business Days, if the Contractor finds and before it disturbs, any material that the Contractor believes may be hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law

I acknowledge and certify under penalty of perjury that this certification provides notice to the Contractor that:

- (1) The Contractor's work may disturb lead-containing building materials.
- (2) The Contractor must notify the District if any work may result in the disturbance of lead-containing building materials.



Lead as a Health Hazard

Lead poisoning is recognized as a serious environmental health hazard facing children today. Even at low levels of exposure, much lower than previously believed, lead can impair the development of a child's central nervous system, causing learning disabilities, and leading to serious behavioral problems. Lead enters the environment as tiny lead particles and lead dust disburse when paint chips, chalks, peels, wears away over time, or is otherwise disturbed. Ingestion of lead dust is the most common pathway of childhood poisoning; lead dust gets on a child's hands and toys and then into a child's mouth through common hand-to-mouth activity. Exposures may result from construction or remodeling activities that disturb lead paint, from ordinary wear and tear of windows and doors, or from friction on other surfaces.

Ordinary construction and renovation or repainting activities carried out without lead-safe work practices can disturb lead-based paint and create significant hazards. Improper removal practices, such as dry scraping, sanding, or water blasting painted surfaces, are likely to generate high volumes of lead dust.

Because the Contractor and its employees will be providing services for the District, and because the Contractor's work may disturb lead-containing building materials, **Contractor is hereby notified** of the potential presence of lead-containing materials located within certain buildings utilized by the District. All school buildings built prior to 1993 are presumed to contain some lead-based paint until sampling proves otherwise.

(i) **Overview of California Law**

Education Code section 32240 et seq. is known as the Lead Safe Schools Protection Act. Under this act, the Department of Health Services ("DHS") is to conduct a sample survey of schools in the State of California for the purpose of developing risk factors to predict lead contamination in public schools. (Ed. Code, § 32241.)

Any school that undertakes any action to abate existing risk factors for lead is required to utilize trained and state-certified contractors, inspectors, and workers. (Ed. Code, § 32243, subd. (b).) Moreover, lead-based paint, lead plumbing, and solders, or other potential sources of lead contamination, shall not be utilized in the construction of any new school facility or the modernization or renovation of any existing school facility. (Ed. Code, § 32244.)

Both the Federal Occupational Safety and Health Administration ("Fed/OSHA") and the California Division of Occupational Safety and Health ("Cal/OSHA") have implemented safety orders applicable to all construction work where a contractor's employee may be occupationally exposed to lead.

The OSHA Regulations apply to all construction work where a contractor's employee may be occupationally exposed to lead. The OSHA Regulations contain specific and detailed requirements imposed on contractors subject to that regulation. The OSHA Regulations define construction work as work for construction, alteration, and/or repair, including painting and decorating. It includes, but is not limited to, the following:

- a. Demolition or salvage of structures where lead or materials containing lead are present;
- b. Removal or encapsulation of materials containing lead;
- c. New construction, alteration, repair, or renovation of structures, substrates, or portions thereof, that contain lead, or materials containing lead;
- d. Installation of products containing lead;

- e. Lead contamination/emergency cleanup;
- f. Transportation, disposal, storage, or containment of lead or materials containing lead on the site or location at which construction activities are performed; and
- g. Maintenance operations associated with the construction activities described in the subsection.

Because it is assumed by the District that all painted surfaces (interior as well as exterior) within the District contain some level of lead, it is imperative that the Contractor, its workers and subcontractors fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials (including title 8, California Code of Regulations, section 1532. 1).

The Contractor must notify the District if any Work may result in the disturbance of lead-containing building materials. Any and all Work that may result in the disturbance of lead-containing building materials must be coordinated through the District. A signed copy of this Certification must be on file prior to beginning Work on the Project, along with all current insurance certificates.

(ii) **Renovation, Repair and Painting Rule, Section 402(c)(3) of the Toxic Substances Control Act**

In 2008, the U.S. Environmental Protection Agency, issued a rule pursuant to the authority of Section 402(c)(3) of the Toxic Substances Control Act, requiring lead safe work practices to reduce exposure to lead hazards created by renovation, repair and painting activities that disturb lead-based paint (Renovation, Repair and Painting Rule). Renovations in homes, childcare facilities, and schools built prior to 1978 must be conducted by certified renovations firms, using renovators with accredited training, and following the work practice requirements to reduce human exposures to lead.

Contractor, its workers and subcontractors must fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials, including those rules and regulations appearing within title 40 of the Code of Federal Regulations as part 745 (40 CFR 745).

The requirements apply to all contractors who disturb lead-based paint in a six-square-foot area or greater indoors or a 20-square-foot area outdoors. If a DPH-certified inspector or risk assessor determines that a home constructed before 1978 is lead-free, the federal certification is not required for anyone working on that particular building.

(iii) **Contractor's Liability**

If the Contractor fails to comply with any applicable laws, rules, or regulations, and that failure results in a site or worker contamination, the Contractor will be held solely responsible for all costs involved in any required corrective actions, and shall defend, indemnify, and hold harmless the District, pursuant to the indemnification provisions of the Contract, for all damages and other claims arising therefrom.

If lead disturbance is anticipated in the Work, only persons with appropriate accreditation, registrations, licenses, and training shall conduct this Work.

It shall be the responsibility of the Contractor to properly dispose of any and all waste products, including, but not limited to, paint chips, any collected residue, or any other visual material that may occur from the prepping of any painted surface. It will be the responsibility of the Contractor to provide the proper disposal of any hazardous waste by a certified hazardous waste hauler. This company shall be registered with the Department of Transportation (DOT) and shall be able to issue a current manifest number upon transporting any hazardous material from any school site within the District.

The Contractor shall provide the District with any sample results prior to beginning Work, during the

Work, and after the completion of the Work. The District may request to examine, prior to the commencement of the Work, the lead training records of each employee of the Contractor.

I acknowledge and certify under penalty of perjury, that:

1. I have received notification of potential lead-based materials on the District's property;
2. I am knowledgeable regarding and will comply with all applicable laws, rules, and regulations governing work with, and disposal of, lead.

Imported Materials. All soils, aggregate, or related materials ("Fill") that Contractor, a Subcontractor, agent or supplier, in any way, provides or delivers and/or supplies to the Project Site shall be free of any and all hazardous material as defined in section 25260 of the Health and Safety Code, shall satisfy the requirements of any environmental review of the Project performed pursuant to the statutes and guidelines of the California Environmental Quality Act, sections 21000 et seq. of the Public Resources Code ("CEQA"), and shall comply with the requirements of sections 17210 et seq. of the Education Code, including requirements for a Phase I environmental assessment acceptable to the State of California Department of Education and Department of Toxic Substances Control. I acknowledge that, to the furthest extent permitted by California law, the indemnification provisions in the Contract Documents apply to, without limitation, any claim(s) connected with providing, delivering, and/or supplying Fill.

I acknowledge and certify under penalty of perjury that I am duly authorized to legally bind the Contractor to all provisions and items included in this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 55

DISABLED VETERAN BUSINESS ENTERPRISE PARTICIPATION CERTIFICATION

Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program ("Program") for the construction and/or modernization of school buildings to have a participation goal for disabled veteran business enterprises ("DVBE(s)") of at least three percent (3%), per year, of the overall dollar amount expended each year by the school district on projects that receive state funding.

Section 2001 of the Public Contract Code requires school districts to require each Bidder to provide in its bid certain information about its Subcontractors. In addition to completing this certification as indicated herein, each Bidder must provide the information related to DVBEs as required in the Designated Subcontractors List.

1. **Disabled Veteran Business Enterprise.** A DVBE is a business enterprise certified by the California Office of Small Business as a DVBE.
2. **DVBE Participation Policy.** The District is committed to achieving this DVBE participation goal. The District encourages Contractor to ensure maximum opportunities for the participation of DVBEs in the Work of the Contract.
3. **DVBE Participation Goal.** The three percent (3%) participation goal is not a quota, set-aside or rigid proportion.
4. **Certification of Participation.** At the time of execution of the Contract, the Contractor will provide a statement to the District of anticipated participation of DVBEs in the contract.
5. **Submission of Report.** During performance of the Contract, Contractor shall monitor the Work of the Contract, award of subcontracts and contracts for materials, equipment and supplies for the purpose of determining DVBE participation in the Work of the Contract.
 - a) Contractor shall report on a monthly basis all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.
 - b) Upon completion of the Work of the Contract, Contractor shall submit a report to the District in the form attached hereto identifying all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.
 - i) The submission to the District of this report is a condition precedent to the District's obligation to make payment of the Final Payment under the Contract Documents. The submission of this report shall be in addition to, and not in lieu of, any other conditions precedent set forth in the Contract Documents for the District's obligation to make payment of the Final Payment.
 - ii) The District reserves the right to request additional information or documentation from the Contractor evidencing efforts to comply with the three percent (3%) DVBE participation goal.

DVBE PARTICIPATION REPORT

Contractor Name: _____ Date: _____

Project Name: _____ Project Number: [PROJECT NO.]

DVBE Firm Name	Trade / Portion of Work	Subcontract/ Contract Value
Add more sheets as needed to include all information for each DVBE		

Does the cumulative dollar value of these DVBE contracts meet or exceed the participation goal of three percent (3%) of the final Contract Price, as adjusted by all change orders?

YES _____ NO _____

If your response is "NO," please attach to this report a detailed description of the reasons your firm did not achieve the participation goal of three percent (3%) of the final Contract Price.

I certify and declare under penalty of perjury under the laws of the State of California that all the foregoing information is complete, true, and correct.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 85

CRIMINAL BACKGROUND INVESTIGATION / FINGERPRINTING CERTIFICATION

The undersigned does hereby certify to the governing board of the District that he/she is a representative of the Contractor, is familiar with the facts herein certified, is authorized and qualified to execute this certificate on behalf of Contractor; and that the information in this Criminal Background Investigation / Fingerprinting Certification is true and correct.

1. **Education Code.** Contractor has taken at least one of the following actions with respect to the Project (check all that apply):

The Contractor has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice ("DOJ") has determined (per the DOJ process for Applicant Agencies described more fully on its website, located at:) that none of those employees have been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; and/or

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of work, a physical barrier at the Project site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: _____ Title: _____

The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with the District pupils.

2. **Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on the Project site and the employees of the Subcontractor(s) that will be on the Project site are **not** listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>).

Contractor's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 54 55

ESCROW AGREEMENT FOR SECURITY DEPOSITS IN LIEU OF RETENTION
(Public Contract Code § 22300)

This Escrow Agreement ("Escrow Agreement") is made and entered into on _____, 2025, by and between the following:

Alameda Unified School District ("District"), whose address is _____, California, and

_____ ("Contractor"), whose address is _____, and

_____ ("Escrow Agent"), a state or federally chartered bank in California, whose address is _____.

For the consideration hereinafter set forth, District, Contractor, and Escrow Agent agree as follows:

1. Pursuant to section 22300 of Public Contract Code of the State of California, which is hereby incorporated by reference, Contractor has the following two (2) options:

Deposit securities with Escrow Agent as a substitute for retention earnings required to be withheld by District pursuant to the Construction Contract No. _____ entered between District and Contractor for the _____ Project, in the amount of _____ (\$ _____) dated, _____, 2025, (the "Contract");

OR

On written request of Contractor, District shall make payments of the retention earnings for the Contract directly to Escrow Agent.

When Contractor deposits the securities as a substitute for Contract earnings, Escrow Agent shall notify District within ten (10) calendar days of the deposit. The market value of the securities at all times from substitution until the termination of the Escrow Agreement shall be at least equal to the cash amount then required to be withheld as retention pursuant to the Contract.

Securities shall be held in name of **Alameda Unified School District**, and shall designate Contractor as beneficial owner.

2. District shall make payments to Contractor for those funds which otherwise would be withheld from payments pursuant to Contract provisions, provided that Escrow Agent holds securities in the form and amount specified above.
3. When District makes payment of retention earned directly to Escrow Agent, Escrow Agent shall hold them for the benefit of Contractor until the time that the escrow created under this Escrow Agreement is terminated. Contractor may direct the investment of the payments into securities. All terms and conditions of this Escrow Agreement and the rights and responsibilities of the Parties shall be equally applicable and binding when District pays Escrow Agent directly.
4. Contractor shall be responsible for paying all fees for the expenses incurred by Escrow Agent in administering the Escrow Account, and all expenses of District. The District will charge Contractor \$ _____ for each of District's deposits to the escrow account. These expenses and payment terms shall be determined by District, Contractor, and Escrow Agent.

5. Interest earned on securities or money market accounts held in escrow and all interest earned on that interest shall be for sole account of Contractor and shall be subject to withdrawal by Contractor at any time and from time to time without notice to District.
6. Contractor shall have the right to withdraw all or any part of the principal in the Escrow Account only by written notice to Escrow Agent accompanied by written authorization from District to Escrow Agent that District consents to withdrawal of amount sought to be withdrawn by Contractor.
7. District shall have the right to draw upon the securities and/or withdraw amounts from the Escrow Account in event of default by Contractor. Upon seven (7) days written notice to Escrow Agent from District of the default, if applicable, Escrow Agent shall immediately convert the securities to cash and shall distribute the cash as instructed by District.
8. Upon receipt of written notification from District certifying that the Contract is final and complete, and that Contractor has complied with all requirements and procedures applicable to the Contract, Escrow Agent shall release to Contractor all securities and interest on deposit less escrow fees and charges of the Escrow Account. The escrow shall be closed immediately upon disbursement of all monies and securities on deposit and payments of fees and charges.
9. Escrow Agent shall rely on written notifications from District and Contractor pursuant to Paragraphs 5 through 8, inclusive, of this Escrow Agreement and District and Contractor shall hold Escrow Agent harmless from Escrow Agent's release and disbursement of securities and interest as set forth above.
10. Names of persons who are authorized to give written notice or to receive written notice on behalf of District and on behalf of Contractor in connection with the foregoing, and exemplars of their respective signatures are as follows:

On behalf of District:

Title

Name

Signature

Address

On behalf of Contractor:

Title

Name

Signature

Address

On behalf of Escrow Agent:

Title

Name

Signature

Address

At the time the Escrow Account is opened, District and Contractor shall deliver to Escrow Agent a fully executed copy of this Escrow Agreement.

IN WITNESS WHEREOF, the parties have executed this Escrow Agreement by their proper officers on the date first set forth above.

Alameda Unified School District

_____ **Contractor**

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

_____ **Escrow Agent**

Signature: _____

Print Name: _____

Print Title: _____

END OF DOCUMENT

DOCUMENT 00 61 14

PERFORMANCE BOND (100% of Contract Price)

(Note: Contractors must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of the **Alameda Unified School District**, ("District") and _____
_____, ("Principal") have entered into a contract for the furnishing of all materials
and labor, services and transportation, necessary, convenient, and proper to perform the following project:

Industrial Arts Building Roof Repairs

which Contract dated _____, 2025, and all of the Contract Documents attached to or
forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, said Principal is required under the terms of the Contract to furnish a bond for the faithful performance
of the Contract;

NOW, THEREFORE, the Principal and _____ ("Surety") are held and
firmly bound unto the Board of the District in the penal sum of:

_____ DOLLARS

(\$ _____), lawful money of the United States, for the payment of which sum well and
truly to be made we bind ourselves, our heirs, executors, administrators, successors, and assigns jointly and
severally, firmly by these presents, to:

- Perform all the work required to complete the Project; and
- Pay to the District all damages the District incurs as a result of the Principal's failure to perform all the
Work required to complete the Project.

In the event the Principal is declared by the District to be in breach or default in the performance of the Contract,
then, after written notice from the District to the Surety, as provided for herein, the Surety shall either remedy the
default or breach of the Principal or shall take charge of the Work of the Contract and complete the Contract with
a Contractor other than the Principal at its own expense; provided, however, that the procedure by which the
Surety undertakes to discharge its obligations under this Bond shall be subject to the advance written approval of
the District.

The condition of the obligation is such that, if the above bounden Principal, his or its heirs, executors,
administrators, successors, or assigns, shall in all things stand to and abide by, and well and truly keep and perform
the covenants, conditions, and agreements in the Contract and any alteration thereof made as therein provided,
on his or its part to be kept and performed at the time and in the intent and meaning, including all contractual
guarantees and warranties of materials and workmanship, and shall indemnify and save harmless the District, its
trustees, officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise it
shall be and remain in full force and virtue.

As a condition precedent to the satisfactory completion of the Contract, the above obligation shall hold good for a
period equal to the warranty and/or guarantee period of the Contract, during which time Surety's obligation shall
continue if Contractor shall fail to make full, complete, and satisfactory repair, replace, and totally protect the
District from loss or damage resulting from or caused by defective materials or faulty workmanship. The
obligations of Surety hereunder shall continue so long as any obligation of Contractor remains. Nothing herein
shall limit the District's rights or the Contractor's or Surety's obligations under the Contract, law or equity,
including, but not limited to, California Code of Civil Procedure section 337.15.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

Any claims under this bond may be addressed to the Surety at the following address. This cannot be the Contractor's broker for this bond, but must be an employee of the Surety or the Surety's legal counsel:

Attention: _____

Telephone No.: (_____) _____ - _____

Fax No.: (_____) _____ - _____

E-mail Address: _____

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20____.

Principal

Surety

(Name of Principal)

(Name of Surety)

(Signature of Person with Authority)

(Signature of Person with Authority)

(Print Name)

(Print Name)

(Name of California Agent of Surety)

(Address of California Agent of Surety)

(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

END OF DOCUMENT

DOCUMENT 00 61 15

PAYMENT BOND -- Contractor's Labor & Material Bond (100% of Contract Price)
(Note: Contractors must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of the **Alameda Unified School District**, (or "District") and _____, ("Principal") have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to

Industrial Arts Building Roof Repairs

which Contract dated _____, 2025, and all of the Contract Documents attached to or forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, pursuant to law and the Contract, the Principal is required, before entering upon the performance of the work, to file a good and sufficient bond with the body by which the Contract is awarded in an amount equal to 100 percent (100%) of the Contract price, to secure the claims to which reference is made in the Civil Code of California, including section 9100, and the Labor Code of California, including section 1741.

NOW, THEREFORE, the Principal and _____, ("Surety") are held and firmly bound unto all laborers, material men, and other persons referred to in said statutes in the penal sum of:

_____ DOLLARS

(\$ _____), lawful money of the United States, being a sum not less than the total amount payable by the terms of Contract, for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, or assigns, jointly and severally, by these presents.

The condition of this obligation is that if the Principal or any of his or its subcontractors, of the heirs, executors, administrators, successors, or assigns of any, all, or either of them shall fail to pay for any labor, materials, provisions, provender, or other supplies, used in, upon, for or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Act with respect to such work or labor, that the Surety will pay the same in an amount not exceeding the amount herein above set forth, and also in case suit is brought upon this bond, will pay a reasonable attorney's fee to be awarded and fixed by the Court, and to be taxed as costs and to be included in the judgment therein rendered.

It is hereby expressly stipulated and agreed that this bond shall inure to the benefit of any and all persons, companies, and corporations entitled to file claims under sections 9000 through 9566 of the Civil Code, so as to give a right of action to them or their assigns in any suit brought upon this bond.

Should the condition of this bond be fully performed, then this obligation shall become null and void; otherwise it shall be and remain in full force and affect.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 2025.

Principal

Surety

(Name of Principal)

(Name of Surety)

(Signature of Person with Authority)

(Signature of Person with Authority)

(Print Name)

(Print Name)

(Name of California Agent of Surety)

(Address of California Agent of Surety)

(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

END OF DOCUMENT

DOCUMENT 00 65 10

NOTICE TO PROCEED

Dated: _____, 2025.

To: _____
("Contractor")

(Address)

From: Governing Board ("Board") of **Alameda Unified School District** ("District")

Re: **Industrial Arts Building Roof Repairs**

Contractor is hereby notified that the Contract Time under the Contract will commence to run on _____, 2025. By that date, Contractor shall start performing its obligations under the Contract Documents. In accordance with the Agreement executed by Contractor, the Contract Time and Project Completion is August 8, 2025.

Contractor must submit the following documents by 5:00 p.m. of the **TENTH (10TH)** calendar day following the date of this Notice to Proceed:

1. Contractor's preliminary schedule of construction.
2. Contractor's preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals.
3. Contractor's preliminary schedule of values for all of the Work.
4. Contractor's preliminary Contractor's Safety Plan specifically adapted for the Project.
5. A complete subcontractors list, including the name, address, telephone number, facsimile number, California State Contractor's License number, classification, and monetary value of all Subcontracts.

Thank you. We look forward to a successful Project.

Alameda Unified School District

SIGNATURE: _____

NAME: _____

TITLE: _____

END OF DOCUMENT

DOCUMENT 00 65 36

WARRANTY AND GUARANTEE FORM

1. _____ ("Contractor")

hereby agrees that the _____ ("Work" of Contractor)

which Contractor has installed for the **Alameda Unified School District** ("District") for the following project:

Industrial Arts Building Roof Repairs

was performed in accordance with the requirements of the Contract Documents and that the Work as installed fulfills the requirements of the Contract Documents.

2. Contractor agrees to repair or replace all of the Work that may prove to be defective in workmanship or material and any other adjacent Work that may be displaced in connection with such replacement within a period of **30 YEARS (Manufacturer) & 4 YEARS (Workmanship)** from the date of Completion as defined in the Contract, ordinary wear and tear and unusual abuse or neglect excepted. The date of completion is _____, 2025.

3. In the event Contractor fails to comply with the above-mentioned conditions within a reasonable period of time, as determined by District, but not later than **SEVEN (7)** calendar days after being notified in writing by District, Contractor authorizes District to proceed to repair or replace the defective Work at the expense of Contractor. Contractor shall pay the costs and charges therefor upon demand.

4. **Representatives to be contacted for service subject to the terms of Contract:**

NAME: _____

ADDRESS: _____

PHONE NO.: _____

EMAIL: _____

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 70 00

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1. **CONTRACT TERMS AND DEFINITIONS**

1.1. **Definitions**

Wherever used in the Contract Documents, the following terms shall have the meanings indicated, which shall be applicable to both the singular and plural thereof:

- 1.1.1. **Adverse Weather:** Weather that satisfies all of the following conditions: (1) unusually severe precipitation, sleet, snow, hail, heat, or cold conditions in excess of the norm for the location and time of year it occurred, (2) unanticipated, and (3) occurring at the Project Site.
- 1.1.2. **Allowance(s):** Amount(s) stated in the Agreement for specific scopes of work for which Contractor may bill its time, materials, and other items in the identical structure as a Change Order.
- 1.1.3. **Approval, Approved, and/or Accepted:** Refer to written authorization, unless stated otherwise.
- 1.1.4. **Architect:** The individual, partnership, corporation, joint venture, or any combination thereof, named as Architect that has the rights and authority assigned to the Architect in the Contract Documents. The term Architect means the District's Architect on this Project or the Architect's authorized representative.
- 1.1.5. **As-Built Drawings:** A reproducible full-size sets of drawings to be prepared on a monthly basis, and upon Project Completion, pursuant to the Contract Documents, that reflect changes made during the performance of the Work, recording differences between the original design of the Work and the Work as constructed since the preceding monthly submittal.
- 1.1.6. **Bidder:** A contractor who intends to provide a bid to the District to perform the Work of the Contract.
- 1.1.7. **Change Order:** A written order to the Contractor authorizing an addition to, deletion from, or revision in the Work, and/or authorizing an adjustment in the Contract Price or Contract Time. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.
- 1.1.8. **Completion:** When the entire Work shall have been completed to the satisfaction of District, including all punch list items. Final DSA approval of the Project is not required for Completion.
- 1.1.9. **Construction Manager:** The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Construction Manager is used on the Project, then all references in the Contract Documents to Construction Manager shall be read to refer to District.
- 1.1.10. **Construction Schedule:** The progress schedule of construction of the Project as provided by Contractor and approved by District.
- 1.1.11. **Contract, Contract Documents:** The Contract consists exclusively of the documents evidencing the agreement of the District and Contractor, identified as the Contract Documents. The Contract Documents consist of the following documents:
 - 1.1.11.1. Notice to Bidders / Invitation to Bid
 - 1.1.11.2. Instructions to Bidders
 - 1.1.11.3. Bid Form

- 1.1.11.4. Bid Bond
- 1.1.11.5. Designated Subcontractors List
- 1.1.11.6. Noncollusion Declaration
- 1.1.11.7. Iran Contracting Act Certification
- 1.1.11.8. Certifications to be Completed by Contractor
- 1.1.11.9. Disabled Veteran’s Business Enterprise Participation Certification
- 1.1.11.10. Criminal Background Investigation/Fingerprinting Certification
- 1.1.11.11. Notice of Award
- 1.1.11.12. Agreement
- 1.1.11.13. Escrow of Bid Documentation (if applicable)
- 1.1.11.14. Escrow Agreement for Security Deposits in Lieu of Retention
- 1.1.11.15. Storm Water Pollution Prevention Plan (if applicable)
- 1.1.11.16. Notice to Proceed
- 1.1.11.17. Performance Bond
- 1.1.11.18. Payment Bond (Contractor’s Labor and Material Bond)
- 1.1.11.19. District Contract Forms (if applicable)
- 1.1.11.20. District Closeout Forms (if applicable)
- 1.1.11.21. Warranty and Guarantee Form
- 1.1.11.22. General Conditions
- 1.1.11.23. Special Conditions
- 1.1.11.24. Project Plans, Specifications, Technical Specifications, and Drawings
- 1.1.11.25. Addenda to any of the above documents
- 1.1.11.26. Schedules if approved in writing by the District
- 1.1.11.27. Change Orders or written modifications to the above documents if approved in writing by the District

1.1.12. Contract Price: The total monies payable to the Contractor under the terms and conditions of the Contract Documents.

1.1.13. Contract Time: The time period stated in the Agreement for the Completion of the Work.

1.1.14. Contractor: The person or persons identified in the Agreement as contracting to perform the

Work, or the legal representative of such person(s).

1.1.15. Daily Job Report(s): Daily Project reports prepared by the Contractor's employee(s) who are present on Site, which shall include the information required herein.

1.1.16. Day(s): Unless otherwise designated, day(s) means calendar day(s). **"Business Day(s)"** shall mean days except Saturday, Sunday, a day that is federally-recognized holiday, or a day that is a California-recognized holiday.

1.1.17. Defective or Nonconforming Work. Defective or nonconforming Work is any Work which is unsatisfactory, faulty or deficient by: (a) not conforming to the requirements of the Contract Documents; (b) not conforming to the standards of workmanship of the applicable trade; (c) not being in compliance with the requirements of any inspection, reference, standard, test, or approval required by the Contract Documents; or (d) damage to Work occurring prior to Completion.

1.1.18. District: The public agency or the school district for which the Work is performed.

1.1.19. Drawings: (or "Plans") The graphic and pictorial portions of the Contract Documents showing the design, location, scope and dimensions of the Work, generally including plans, elevations, sections, details, schedules, sequence of operation, and diagrams.

1.1.20. DSA: Division of the State Architect.

1.1.21. Force Account Directive: A process that may be used when the District and the Contractor cannot agree on a price for a specific scope of work or before Contractor prepares a price for the scope of work, Contractor performs on a time and materials basis.

1.1.22. Premises: The real property owned by the District on which the Project Site is located.

1.1.23. Product(s): New material, machinery, components, equipment, fixtures and systems forming the Work, including existing materials or components required and approved by the District for reuse.

1.1.24. Product Data: Illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by Contractor to illustrate a material, product, or system for a scope of the Work.

1.1.25. Project: The planned undertaking as provided for in the Contract Documents.

1.1.26. Project Inspector: (or "Inspector") Individual(s) retained by the District in accordance with title 24 of the California Code of Regulations to monitor and inspect the Project.

1.1.27. Program Manager: The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Program Manager is designated for the Project, then all references to Project Manager shall refer to District.

1.1.28. Proposed Change Order: A written request prepared by the Contractor requesting that the District and the Architect issue a Change Order based upon a proposed change to the Work.

1.1.29. Provide: Shall include "provide complete in place," that is, "furnish and install," and "provide complete and functioning as intended in place" unless specifically stated otherwise.

1.1.30. Request for Information: (or "RFI") A written request prepared by the Contractor requesting that the Architect provide additional information necessary to clarify or amplify an item in the Contract Documents that the Contractor believes is not clearly shown or called for in the Drawings or Specifications

or other portions of the Contract Documents, or to address issues that have arisen under field conditions.

1.1.31. Request for Substitution: A request by Contractor to substitute an equal or superior material, product, thing, or service for a specific material, product, thing, or service that has been designated in the Contract Documents by a specific brand or trade name.

1.1.32. Safety Orders: Written and/or verbal orders for construction issued by the California Division of Industrial Safety ("CalOSHA") or by the United States Occupational Safety and Health Administration ("OSHA").

1.1.33. Safety Plan: Contractor's safety plan specifically adapted for the Project. Contractor's Safety Plan shall comply with all provisions regarding Project safety, including all applicable provisions in these General Conditions.

1.1.34. Samples: Physical examples that illustrate materials, products, equipment, finishes, colors, or workmanship and that, when approved in accordance with the Contract Documents, establish standards by which portions of the Work will be judged.

1.1.35. Shop Drawings: All drawings, prints, diagrams, illustrations, brochures, schedules, and other data that are prepared by the Contractor, a subcontractor, manufacturer, supplier, or distributor, that illustrate how specific portions of the Work shall be fabricated or installed.

1.1.36. Site: The Project site as shown on the Drawings.

1.1.37. Specifications: That portion of the Contract Documents, Division 1 through Division 17, and all technical sections, and addenda to all of these, if any, consisting of written descriptions and requirements of a technical nature of materials, equipment, construction methods and systems, standards, and workmanship.

1.1.38. Subcontractor: A contractor and/or supplier who is under contract with the Contractor or with any other subcontractor, regardless of tier, to perform a portion of the Work.

1.1.39. Submittal Schedule: The schedule of submittals as provided by Contractor and approved by District.

1.1.40. Surety: The person, firm, or corporation that executes as surety the Contractor's Performance Bond and Payment Bond and must be a California admitted surety insurer as defined in the Code of Civil Procedure section 995.120.

1.1.41. SWPPP: The District's Storm Water Pollution Prevention Plan.

1.1.42. Terms. The term "provide" means "provide complete in place" or to "furnish and install" such item. Unless otherwise provided in the Contract Documents, the terms "approved;" "directed;" "satisfactory;" "accepted;" "acceptable;" "proper;" "required;" "necessary" and "equal" shall mean as approved, directed, satisfactory, accepted, acceptable, proper, required, necessary and equal, in the opinion of the District. The term "typical" as used in the Drawings shall require the installation or furnishing of such item(s) of the Work designated as "typical" in all other areas similarly marked as "typical"; Work in such other areas shall conform to that shown as "typical" or as reasonably inferable therefrom.

1.1.43. Unilateral Change Order: A written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. **A Unilateral Change Order is NOT a Construction Change Document (which is defined above as a Change Order that DSA must approve).**

1.1.44. Work: All labor, materials, equipment, components, appliances, supervision, coordination, and services required by, or reasonably inferred from, the Contract Documents, that are necessary for the construction and Completion of the Project.

1.2. Laws Concerning the Contract

Contract is subject to all provisions of the Constitution and laws of California and the United States, governing, controlling, or affecting District, or the property, funds, operations, or powers of District, and such provisions are by this reference made a part hereof. Any provision required by law to be included in this Contract shall be deemed to be inserted.

1.3. No Oral Agreements

No oral agreement or conversation with any officer, agent, or employee of District, either before or after execution of Contract, shall affect or modify any of the terms or obligations contained in the Contract Documents.

1.4. No Assignment

Contractor shall not assign the Contract or any part thereof including, without limitation, any services or money to become due without the prior written consent of the District. Assignment without District's prior written consent shall be null and void. Any assignment of money due or to be come due under the Contract shall be subject to a prior lien for services rendered or material supplied for Work performed in favor of all persons, firms, or corporations rendering services or supplying material to the extent that claims are filed pursuant to the Civil Code, Code of Civil Procedure, Government Code, Labor Code, and/or Public Contract Code, and shall also be subject to deductions for Liquidated Damages or withholding of payments as determined by District in accordance with the Contract. Contractor shall not assign or transfer in any manner to a Subcontractor or supplier the right to prosecute or maintain an action against the District.

1.5. Confidentiality

Contractor shall maintain the confidentiality of all information, documents, programs, procedures and all other items that Contractor encounters while performing the Work. This requirement shall be ongoing and shall survive the expiration or termination of the Contract and specifically includes, without limitation, all student, parent, and employee disciplinary information and health information.

1.6. Notice and Service Thereof

1.6.1. Any notice required by the Contract shall be in writing, dated and signed by the party giving notice or by a duly authorized representative of that party. Notice shall be served and considered effective if given in one of the following manners:

1.6.1.1. By personal delivery; considered delivered on the day of delivery.

1.6.1.2. By overnight delivery service; considered delivered one (1) day after date deposited, as indicated by the delivery service.

1.6.1.3. By depositing same in United States mail, enclosed in a sealed envelope; considered delivered three (3) days after date deposited, as indicated by the postmarked date.

1.6.1.4. By registered or certified mail with postage prepaid, return receipt requested; considered delivered on the day the notice is signed for.

1.7. No Waiver

The failure of District in any one or more instances to insist upon strict performance of any term of the Contract or to exercise any District option shall not be construed as a waiver or relinquishment of the right to assert or rely upon any such term or option on a future occasion. No action or failure to act by the District, Architect, or Construction Manager shall constitute a waiver of any right or duty afforded the District under the Contract, nor shall any action or failure to act constitute an approval of or acquiescence in any breach hereunder, except as may be specifically agreed in writing.

1.8. Substitutions for Specified Items

See Special Conditions.

1.9. Materials and Work

1.9.1. Except as otherwise stated in the Contract, Contractor shall provide and pay for all materials, labor, tools, equipment, transportation, supervision, temporary constructions of every nature, and all other services, management, and facilities of every nature whatsoever necessary to execute and complete the Contract within the Contract Time.

1.9.2. Unless otherwise specified, all materials shall be new and the best of their respective kinds and grades as noted or specified, and workmanship shall be of good quality.

1.9.3. Materials shall be furnished in sufficient quantities and at such times as to ensure uninterrupted progress of Work and shall be stored properly and protected as required.

1.9.4. For all materials and equipment specified or indicated in the Drawings, the Contractor shall provide all labor, materials, equipment, and services necessary for complete assemblies and complete working systems, functioning as intended. Incidental items not indicated on Drawings, nor mentioned in the Specifications, that can legitimately and reasonably be inferred to belong to the Work described, or be necessary in good practice to provide a complete assembly or system, shall be furnished as though itemized here in every detail. In all instances, material and equipment shall be installed in strict accordance with each manufacturer's most recent published recommendations and specifications.

1.9.5. Contractor shall, after award of Contract by District and after relevant submittals have been approved, place orders for materials and/or equipment as specified so that delivery of same may be made without delays to the Work. Contractor shall, upon demand from District, present documentary evidence showing that orders have been placed.

1.9.6. District reserves the right but has no obligation, for any neglect in complying with the above instructions, to place orders for such materials and/or equipment as it may deem advisable in order that the Work may be completed at the date specified in the Agreement, and all expenses incidental to the procuring of said materials and/or equipment shall be paid for by Contractor or withheld from payment(s) to Contractor.

1.9.7. Contractor warrants good title to all material, supplies, and equipment installed or incorporated in Work and agrees upon Completion of all Work to deliver the Site to District, together with all improvements and appurtenances constructed or placed thereon by it, and free from any claims, liens, or charges. Contractor further agrees that neither it nor any person, firm, or corporation furnishing any materials or labor for any Work shall have any right to lien any portion of the Premises or any improvement or appurtenance thereon, except that Contractor may install metering devices or other equipment of utility companies or of political subdivision, title to which is commonly retained by utility company or political subdivision. In the event of installation of any such metering device or equipment, Contractor shall advise District as to owner thereof.

1.9.8. Nothing contained in this Article, however, shall defeat or impair the rights of persons furnishing materials or labor under any bond given by Contractor for their protection or any rights under law permitting such protection or any rights under law permitting such persons to look to funds due Contractor in hands of District (e.g., stop payment notices). This provision shall be inserted in all subcontracts and material contracts and notice of its provisions shall be given to all persons furnishing material for work when no formal contract is entered into for such material.

1.9.9. Title to new materials and/or equipment for the Work and attendant liability for its protection and safety shall remain with Contractor until incorporated in the Work of this Contract and accepted by District. No part of any materials and/or equipment shall be removed from its place of storage except for immediate installation in the Work. Contractor shall keep an accurate inventory of all materials and/or equipment in a manner satisfactory to District or its authorized representative and shall, at the District's request, forward it to the District.

1.9.10. Contractor certifies that it shall comply with the recycled product requirements of Public Contract Code section 22150, et seq., including, without limitation, section 22154 which states, "All businesses shall certify in writing to the contracting officer, or his or her representative, the minimum, if not exact, percentage of postconsumer material in the products, materials, goods, or supplies being offered or sold to any local public entity."

2. DISTRICT

2.1. The governing board of the District or its designees will act for the District in all matters pertaining to the Contract.

2.2. The District may, at any time,

2.2.1. Direct the Contractor to communicate with or provide notice to the Construction Manager or the Architect on matters for which the Contract Documents indicate the Contractor will communicate with or provide notice to the District; and/or

2.2.2. Direct the Construction Manager or the Architect to communicate with or direct the Contractor on matters for which the Contract Documents indicate the District will communicate with or direct the Contractor.

2.3. District's Rights if Contractor Fails to Perform. If the District at any time believes that the Contractor is behind schedule, is failing to construct the Project pursuant to the Contract Documents or is otherwise failing to perform any provisions of this Contract, the District, after **FORTY-EIGHT (48)** hours written notice to the Contractor, may take any action necessary or beneficial to the District to complete the Project, takeover the Work of the Contract, terminate or suspend the Contract as indicated herein, or any combination or portion of those actions. The Contractor and the Surety shall be liable to the District for any cost incurred by the District in those actions and the District has the right to deduct the cost thereof from any payment then or thereafter due the Contractor.

3. ARCHITECT

3.1. Architect shall have the authority to act on behalf of District to the extent expressly provided in the Contract Documents and to the extent determined by District to, among other things, observe the progress and quality of the Work on behalf of the District.

3.2. Architect shall have authority to reject materials, workmanship, and/or the Work whenever rejection may be necessary, in Architect's reasonable opinion, to insure the proper execution of the Contract and if Work is defective or does not conform to the requirements of the Contract Documents. Whenever the Architect considers it necessary or advisable, for implementation of the intent of the

Contract Documents, the Architect will have authority to require additional inspections or testing of the Work, whether or not such Work is fabricated, installed or completed. Neither this authority of the Architect nor a decision made in good faith by the Architect to exercise or not to exercise that authority shall give rise to a duty or responsibility to the Contractor, Subcontractors, material suppliers, their agents or employees, or other persons performing portions of the Work.

- 3.3. Architect shall, with the District and on behalf of the District, determine the amount, quality, acceptability, and fitness of all parts of the Work, and interpret the Specifications, Drawings, and shall, with the District, interpret all other Contract Documents.
- 3.4. Architect shall have all authority and responsibility established by law, including title 24 of the California Code of Regulations.
- 3.5. Contractor shall provide District and the Construction Manager with a copy of all written communication between Contractor and Architect at the same time as that communication is made to Architect, including, without limitation, all RFIs, correspondence, submittals, claims, and proposed change orders.

4. **CONSTRUCTION MANAGER**

- 4.1. If a Construction Manager is used on this Project, the Construction Manager will provide administration of the Contract on the District's behalf. After execution of the Contract and Notice to Proceed, all correspondence and/or instructions from Contractor and/or District shall be forwarded through the Construction Manager. The Construction Manager will not be responsible for and will not have control or charge of construction means, methods, techniques, sequences, or procedures or for safety precautions in connection with the Work, which shall all remain the Contractor's responsibility.
- 4.2. Construction Manager, however, will have authority to reject materials and/or workmanship not conforming to the Contract Documents, as determined by the District, the Architect, and/or the Project Inspector. Construction Manager shall also have the authority to require special inspection or testing of any portion of the Work, whether it has been fabricated, installed, or fully completed. Any decision made by Construction Manager, in good faith, shall not give rise to any duty or responsibility of the Construction Manager to the Contractor, any Subcontractor, their agents, employees, or other persons performing any of the Work. Construction Manager shall have free access to all parts of Work at any time.
- 4.3. If the District does not use a Construction Manager on this Project, all references to Construction Manager or CM shall be read as District.

5. **INSPECTOR, INSPECTIONS AND TESTS**

5.1. **Project Inspector**

5.1.1. One or more Project Inspector(s), including special Project Inspector(s), as required, will be assigned to the Work by District, in accordance with requirements of title 24, part 1, of the California Code of Regulations, to enforce the building code and monitor compliance with Plans and Specifications for the Project previously approved by the DSA. Duties of Project Inspector(s) are specifically defined in section 4-342 of said part 1 of title 24.

5.1.2. No Work shall be carried on except with the knowledge and under the inspection of the Project Inspector(s). The Project Inspector(s) shall have free access to all parts of Work at any time. Contractor shall furnish Project Inspector(s) reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector(s) fully informed respecting progress and manner of work and character of materials. Inspection of Work shall not relieve Contractor from the obligation to fulfill the

Contract. Project Inspector(s) and the DSA are authorized to stop work whenever the Contractor and/or its Subcontractor(s) are not complying with the Contract Documents. Any work stoppage by the Project Inspector(s) and/or DSA shall be without liability to the District. Contractor shall instruct its Subcontractors and employees accordingly.

5.1.3. If Contractor and/or any Subcontractor requests that the Project Inspector(s) perform any inspection off-site, this shall only be done if it is allowable pursuant to applicable regulations and DSA, if the Project Inspector(s) agree to do so, and at the expense of the Contractor.

5.1.4. Limitations on Project Inspector Authority. The Project Inspector does not have authority to interpret the Contract Documents or to modify the Work depicted in the Contract Documents. No Work inconsistent with the Contract Documents shall be performed solely on the basis of the direction of the Project Inspector, and the Contractor shall be liable to the District for the consequences of all Work performed on such basis.

5.2. Tests and Inspections

5.2.1. Tests and Inspections shall comply with title 24, part 1, California Code of Regulations, group 1, article 5, section 4-335, and with the provisions of the Specifications.

5.2.2. If the Contract Documents, laws, ordinances or any public authority with jurisdiction over the Work requires the Work, or any portion thereof, to be specially tested, inspected or approved, the Contractor shall give the Architect, the Construction Manager and the Project Inspector written notice of the readiness of such Work for observation, testing or inspection at least seventy-two (72) hours prior to the time for the conducting of such test, inspection or observation. If inspection, testing or observation is by authority other than the District, the Contractor shall inform the Project Inspector and the Construction Manager not less than seventy-two (72) hours prior to the date fixed for such inspection, test or observation. The Contractor shall not cover up any portion of the Work subject to tests, inspections or observations prior to the completion and satisfaction of the requirements of such test, inspection or observation. In the event that any portion of the Work subject to tests, inspection or approval shall be covered up by Contractor prior to completion and satisfaction of the requirements of such tests, inspection or approval, Contractor shall be responsible for the uncovering of such portion of the Work as is necessary for performing such tests, inspection or approval without adjustment of the Contract Price or the Contract Time on account thereof.

5.2.3. The District will select an independent testing laboratory to conduct the tests. Selection of the materials required to be tested shall be by the laboratory or the District's representative and not by the Contractor. The Contractor shall notify the District's representative a sufficient time in advance of its readiness for required observation or inspection.

5.2.4. The Contractor shall notify the District's representative a sufficient time in advance of the manufacture of material to be supplied under the Contract Documents, that must by terms of the Contract Documents be tested, in order that the District may arrange for the testing of same at the source of supply. This notice shall be, at a minimum, seventy-two (72) hours prior to the manufacture of the material that must be tested.

5.2.5. Any material shipped by the Contractor from the source of supply prior to having satisfactorily passed required testing and inspection or prior to the receipt of notice from the representative that testing and inspection will not be required, shall not be incorporated into and/or onto the Project.

5.2.6. The District will select and pay testing laboratory costs for all tests and inspections. Costs of tests of any materials found to be not in compliance with the Contract Documents shall be paid for by the District and reimbursed by the Contractor or deducted from the Contract Price.

5.3. Costs for After Hours and/or Off Site Inspections

5.3.1. If the Contractor performs Work outside the Inspector's regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or requests the Inspector to perform inspections off Site, then the costs of any inspections required outside regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or off Site, shall be borne by the Contractor and may be invoiced to the Contractor by the District or the District may deduct those expenses from the next Progress Payment.

6. CONTRACTOR

Contractor shall construct the Work for the Contract price including any adjustment(s) to the Contract Price pursuant to provisions herein regarding changes to the Contract Price. Except as otherwise noted, Contractor shall provide and pay for all labor, materials, equipment, permits, fees, licenses, facilities, transportation, taxes, and services necessary for the proper execution and Completion of the Work, except as indicated herein.

6.1. Status of Contractor

6.1.1. Contractor is and shall at all times be deemed to be an independent contractor and shall be wholly responsible for the manner in which it and its Subcontractors perform the services required of it by the Contract Documents. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between the District, or any of the District's employees or agents, and Contractor or any of Contractor's Subcontractors, agents or employees. Contractor assumes exclusively the responsibility for the acts of its employees as they relate to the services to be provided during the course and scope of their employment. Contractor, its Subcontractors, agents, and its employees shall not be entitled to any rights or privileges of District employees. District shall be permitted to monitor the Contractor's activities to determine compliance with the terms of the Contract.

6.1.2. As required by law, Contractor and all Subcontractors shall be properly licensed and regulated by the Contractor's State License Board, located at 9821 Business Park Drive, , Sacramento, California 95827, with a mailing address of Post Office Box 26000, Sacramento, California, and with a website at <http://www.cslb.ca.gov>.

6.2. Contractor's Supervision

6.2.1. During progress of the Work, Contractor shall keep on the Premises, and at all other locations where any Work related to the Contract is being performed, a competent project manager and construction superintendent who are employees of the Contractor, to whom the District does not object and at least one of whom shall be fluent in English, written and verbal.

6.2.2. The project manager and construction superintendent shall both speak fluently the predominant language of the Contractor's employees.

6.2.3. Before commencing the Work, Contractor shall give written notice to District of the name of its project manager and construction superintendent. Neither the Contractor's project manager nor construction superintendent shall be changed except with prior written notice to District, unless the Contractor's project manager and/or construction superintendent proves to be unsatisfactory to Contractor, District, any of the District's employees, agents, the Construction Manager, or the Architect, in which case, Contractor shall notify District in writing. District retains the right to reasonably refuse Contractor's replacement personnel. The Contractor's project manager and construction superintendent shall each represent Contractor, and all directions given to Contractor's project manager and/or construction superintendent shall be as binding as if given to Contractor.

6.2.4. Contractor shall give efficient supervision to Work, using its best skill and attention. Contractor shall carefully study and compare all Contract Documents, Drawings, Specifications, and other instructions and shall at once report to District, Construction Manager, and Architect any error, inconsistency, or omission that Contractor or its employees and Subcontractors may discover, in writing, with a copy to District's Project Inspector(s). The Contractor shall have responsibility for discovery of errors, inconsistencies, or omissions.

6.2.5. The Contractor's project manager shall devote sufficient time to the Project on site, and in the Contractor's home office to pre-plan activities to meet the Project schedule and fulfill all Contract obligations. This includes making timely submittals, issuing and disseminating necessary RFI's, promptly processing and distributing bulletins, change orders and payments, keeping required logs current etc. If any of these activities fall behind contract requirements or dates necessary to complete the Project on time, the Contractor must provide a full time project manager on the Project Site dedicated solely to the Project, until the deficiencies are corrected.

6.2.6. The Contractor shall verify all indicated dimensions before ordering materials or equipment, or before performing Work. The Contractor shall take field measurements, verify field conditions, and shall carefully compare such field measurements and conditions and other information known to the Contractor with the Project Documents before commencing work. Errors, inconsistencies or omissions discovered shall be immediately reported to the District. Upon commencement of any item of Work, the Contractor shall be responsible for dimensions related to the Work and shall make any corrections necessary to make Work properly fit at no additional cost to District. This responsibility for verification of dimensions is a non-delegable duty and may not be delegated to subcontractors or agents.

6.2.7. Omissions from the Drawings or Specifications, or the misdescription of details of Work which are manifestly necessary to carry out the intent of the Drawings and Specifications, or which are customarily performed, shall not relieve the Contractor from performing such omitted or misdescribed Work, but they shall be performed as if fully and correctly set forth and described in the Drawings and Specifications.

6.2.8. The Contractor shall be solely responsible for the means, methods, techniques, sequences, and procedures of construction. The Contractor shall be responsible to see that the finished Work complies accurately with the Contract Documents.

6.3. Duty to Provide Fit Workers

6.3.1. Contractor and Subcontractor(s) shall at all times enforce strict discipline and good order among their employees and shall not employ or work any unfit person or anyone not skilled in work assigned to that person. It shall be the responsibility of Contractor to ensure compliance with this requirement. District may require Contractor to permanently remove unfit persons from Project Site.

6.3.2. Any person in the employ of Contractor or Subcontractor(s) whom District may deem incompetent or unfit shall be excluded from working on the Project and shall not again be employed on the Project except with the prior written consent of District.

6.3.3. The Contractor shall furnish labor that can work in harmony with all other elements of labor employed or to be employed in the Work.

6.3.4. If Contractor intends to make any change in the name or legal nature of the Contractor's entity, Contractor must first notify the District. The District shall determine if Contractor's intended change is permissible while performing the Contract.

6.3.5. Compliance with Immigration Reform and Control Act of 1986. As required by law, Contractor and all Subcontractors shall employ individuals for the Work in conformity with the Immigration Reform

and Control Act of 1986, 8 USC §§1101 et seq.

6.4. Personnel

6.4.1. All persons working for Contractor and Subcontractor(s) shall refrain from using profane or vulgar language, or any other language that is inappropriate on the job site.

6.4.2. The Contractor shall employ a full-time superintendent and necessary assistants who shall have complete authority to represent and act on behalf on the Contractor on all matters pertaining to the Work. The superintendent shall be competent and have a minimum of five (5) years' experience in construction supervision on projects of similar scale and complexity. The superintendent shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable to the District. The superintendent shall not be changed without the written consent of the District unless the superintendent ceases to be employed by the Contractor.

6.4.3. The Contractor shall employ a competent estimator and necessary assistants, or contract for sufficient services of an estimating consultant and to process proposed change orders. The estimator shall have a minimum of five (5) years' experience in estimating. The estimator shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The estimator shall not be changed without the written consent of the District unless the estimator ceases to be employed by the Contractor. The Contractor shall submit PCO's requested by the District within fourteen (14) calendar days.

6.4.4. The Contractor shall employ a competent scheduler and necessary assistants, or contract for sufficient services of a scheduling consultant. The scheduler shall have a minimum of five (5) years' experience in scheduling. The scheduler shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The scheduler shall not be changed without the written consent of the District unless the scheduler ceases to be employed by the Contractor.

6.4.5. Contractor shall at all times enforce strict discipline and good order among Contractor's employees, and shall not employ on the Project any unfit person or anyone not skilled in the task assigned.

6.4.6. If Contractor or any Subcontractor on the Project site fails to comply with any provision herein, the District may have the offending person(s) immediately removed from the Site, and the person(s) shall be replaced within three (3) days, at no additional expense to the District. Contractor, on behalf of it and its Subcontractors, hereby waives any claim that the provisions of this paragraph or the enforcement thereof interferes, or has the potential to interfere, with its right to control the means and methods of its performance and duties under this Contract.

6.5. Prohibition on Harassment

6.5.1. In addition to the non-discrimination requirements in the Contract Documents, the Contractor and all Subcontractors must comply with these provisions prohibiting harassment at the Site. The District is committed to providing a campus and workplace free of sexual harassment and harassment based on factors such as race, color religion, national origin, ancestry, age, medical condition, marital status, disability or veteran status. Harassment includes without limitation, verbal, physical or visual conduct which creates an intimidating, offensive or hostile environment such as racial slurs; ethnic jokes; posting of offensive statements, posters or cartoons or similar conduct. Sexual harassment includes without limitation the solicitation of sexual favors, unwelcome sexual advances, or other verbal, visual or physical conduct of a sexual nature.

6.5.2. Contractor shall take all reasonable steps to prevent harassment from occurring, including without limitation affirmatively raising the subject of harassment among its employees, expressing strong

disapproval of any form of harassment, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment and informing complainants of the outcome of an investigation into a harassment claim.

6.5.3. Contractor shall not permit any person, whether employed by Contractor or a Subcontractor or any other person or entity, performing any Work at or about the Site to engage in any prohibited form of harassment. Any person performing or providing Work on or about the Site engaging in a prohibited form of harassment directed to any student, faculty member or staff of the District or directed to any other person on or about the Site shall be subject to immediate removal and shall be prohibited thereafter from providing or performing any portion of the Work. Upon the District's receipt of any notice or complaint that any person employed directly or indirectly by Contractor on any Subcontractor in performing or providing the Work has engaged in a prohibited form of harassment, the District will promptly undertake an investigation of such notice or complaint. In the event that the District, after such investigation, reasonably determines that a prohibited form of harassment has occurred, the District shall promptly notify the Contractor of the same and direct that the person engaging in such conduct be immediately removed from the Site. Unless the District's determination that a prohibited form of harassment has occurred is grossly negligent or without reasonable cause, District shall have no liability for directing the removal of any person determined to have engaged in a prohibited form of harassment nor shall the Contract Price or the Contract Time be adjusted on account thereof. The indemnity provisions of the Contract Documents apply to any assertion by any person dismissed from performing or providing work at the direction of the District pursuant to this provision; or (ii) the assertion by any person that any person directly or indirectly under the employment or direction of the Contractor has engaged in a prohibited form of harassment directed to or affecting such person. The obligations of the Contractor and the Surety under the preceding sentence are in addition to, and not in lieu of, any other obligation of defense, indemnity and hold harmless whether arising under the Contract Documents, at law or otherwise; these obligations survive completion of the Work or the termination of the Contract.

6.6. Conferences and Meetings.

6.6.1. In addition to the conference and meeting requirements in the Specifications, Contractor's supervisory personnel for the Work and the Contractor's management personnel shall attend all required meetings as required by the Contract Documents or as requested by the District. The Contractor's personnel participating in conferences and meetings relating to the Work shall be authorized to act on behalf of the Contractor and to bind the Contractor. The Contractor is solely responsible for arranging for the attendance by Subcontractors and Material Suppliers at meetings and conferences relating to the Work as necessary, appropriate or as requested by the District.

6.6.2. Preconstruction Conference. The Contractor's representatives (and representatives of Subcontractors as requested by the District) shall attend a preconstruction conference at such time and place as designated by the District. The preconstruction conference will generally address the requirements of the Work and Contract Documents, and to establish construction procedures. Subject matters of the preconstruction conference will include as appropriate: (a) administrative matters, including an overview of the respective responsibilities of the District, Architect, Construction Manager, Contractor, Subcontractors, Project Inspector, and others performing any part of the Work or services relating to the Work; (b) Submittals; (c) Changes; (d) employment practices, including Certified Payroll preparation and submission and prevailing wage rate responsibilities of the Contractor and Subcontractors; (e) Progress Schedule development and maintenance; (f) development of Schedule of Values and payment procedures; (g) implementation of BIM, if applicable; (h) communication procedures, including the handling of Requests for Information; (i) emergency and safety procedures; (j) Site visitor policies; (k) conduct of Contractor/Subcontractor personnel at the Site; and (l) Completion, Punchlist and closeout procedures.

6.6.3. Progress Meetings. Progress meetings will be conducted on regular intervals (weekly unless otherwise expressly indicated elsewhere in the Contract Documents). The Contractor's representatives

and representatives of Subcontractors (as requested by the District) shall attend progress meetings. Progress Meetings will be chaired by the District or the Construction Manager and will generally include as agenda items: Site safety, field issues, coordination of Work, construction progress and impacts to timely Completion, if any. The purposes of the progress meetings include: a formal and regular forum for discussion of the status and progress of the Work by all Project participants, a review of progress or resolution of previously raised issues and action items assigned to the Project participants, and reviews of the Progress schedule and submittals.

6.6.4. Special Meetings. As deemed necessary or appropriate by the District, special meetings will be conducted with the participation of the Contractor, Subcontractors and other Project participants as requested by the District.

6.6.5. Minutes of Meetings. following conclusion of the preconstruction conference, progress meetings and special meetings, the Architect or the Construction Manager will prepare and distribute minutes reflecting the items addressed and actions taken at a meeting or conference. Unless the Contractor notifies the Architect and the Construction Manager in writing of objections or corrections to minutes prepared hereunder within five (5) days of the date of distribution of the minutes, the minutes as distributed shall constitute the official record of the meeting or conference. No objections or corrections of any Subcontractor or Material Supplier shall be submitted directly to the Architect or the Construction Manager; such objections or corrections shall be submitted to the Architect and the Construction Manager through the Contractor. If the Contractor timely interposes objections or notes corrections, the resolution of such matters shall be addressed at the next scheduled progress meeting.

6.7. Purchase of Materials and Equipment

6.7.1. The Contractor is required to order and obtain materials and equipment sufficiently in advance of its Work at no additional cost or advance payment from District to assure that there will be no delays.

6.7.2. Off-Site Storage of Materials and Equipment Only Upon District's Written Consent. Contractor shall not store materials and/or equipment off site without first obtaining the District's express, written consent. If Contractor receives District's consent to store materials and/or equipment off site ("Stored Materials"), Contractor shall comply with all of the following:

6.7.2.1. Property of Others Insurance. Contractor shall procure and maintain, during the entire time Stored Materials are in off-site storage, insurance coverage acceptable to the District that shall protect Contractor and District from all claims for Stored Materials that are lost, stolen, or damaged. The District shall be named as a loss payee for this insurance coverage. The insurance coverage shall include a "loss payable endorsement" stating that all amounts payable will be paid as a joint-check to the Contractor and District. If approved in advance by District, this required insurance may be obtained by an "Employee Theft Protection Insurance Policy" or an "Employee Theft Protection Bond."

6.7.2.2. Payment for Stored Materials. District shall only make payment to Contractor for Stored Materials if agreed upon in advance, in writing, by the District and provided that Contractor submits an itemized list of all Stored Materials with Contractor's Application for Payment. Contractor's itemized list of all Stored Materials shall be supported by all of the following:

6.7.2.2.1. Itemized breakdown of the Stored Materials for the purpose of requesting partial payment, identifying the serial numbers and exact storage location of each piece of equipment and material; and

6.7.2.2.2. Verified invoices for the Stored Materials; and

6.7.2.2.3. Original copy of Property of Others Insurance, Employee Theft Protection

Insurance Policy, or an Employee Theft Protection Bond based on the type of insurance required by the District. These documents shall include certificates and endorsements stating the coverage and that the District is a loss payee or obligee, as appropriate.

6.8. Documents on Work

6.8.1. Contractor shall at all times keep on the Work Site, or at another location as the District may authorize in writing, one legible copy of all Contract Documents, including Addenda and Change Orders, and titles 19 and 24 of the California Code of Regulations, the specified edition(s) of the Uniform Building Code (electronic versions are acceptable), all approved Drawings, Plans, Schedules, and Specifications, and all codes and documents referred to in the Specifications, and made part thereof. These documents shall be kept in good order and available to District, Construction Manager, Architect, Architect's representatives, the Project Inspector(s), and all authorities having jurisdiction. Contractor shall be acquainted with and comply with the provisions of these titles as they relate to this Project. (See particularly the duties of Contractor, title 24, part 1, California Code of Regulations, section 4-343.) Contractor shall also be acquainted with and comply with all California Code of Regulations provisions relating to conditions on this Project, particularly titles 8 and 17. Contractor shall coordinate with Architect and Construction Manager and shall submit its verified report(s) according to the requirements of title 24.

6.8.2. Daily Job Reports.

6.8.2.1. Contractor shall maintain, at a minimum, at least one (1) set of Daily Job Reports on the Project. These must be prepared by the Contractor's employee(s) who are present on Site, and must include, at a minimum, the following information:

- 6.8.2.1.1.** A brief description of all Work performed on that day.
- 6.8.2.1.2.** A summary of all other pertinent events and/or occurrences on that day.
- 6.8.2.1.3.** The weather conditions on that day.
- 6.8.2.1.4.** A list of all Subcontractor(s) working on that day,
- 6.8.2.1.5.** A list of each Contractor employee working on that day and the total hours worked for each employee.
- 6.8.2.1.6.** A complete list of all equipment on Site that day, whether in use or not.
- 6.8.2.1.7.** A complete list of all materials, supplies, and equipment delivered on that day.
- 6.8.2.1.8.** A complete list of all inspections and tests performed on that day.

6.8.2.2. Each day Contractor shall provide a copy of the previous day's Daily Job Report to the District or the District's Construction Manager.

6.9. Preservation of Records

District shall have the right to examine and audit all Daily Job Reports or other Project records of Contractor's project manager(s), project superintendent(s), and/or project foreperson(s), all certified payroll records and/or related documents including, without limitation, payroll, payment, timekeeping and tracking documents; all books, estimates, records, contracts, documents, bid documents, bid cost data, subcontract job cost reports, and other data of the Contractor, any Subcontractor, and/or supplier, including computations and projections related to bidding, negotiating, pricing, or performing the Work or

Contract modification, in order to evaluate the accuracy, completeness, and currency of the cost, manpower, coordination, supervision, or pricing data at no additional cost to the District. These documents may be duplicative and/or be in addition to any Bid Documents held in escrow by the District. Contractor shall make available at its office at all reasonable times the materials described in this paragraph for the examination, audit, or reproduction until three (3) years after final payment under this Contract. Notwithstanding the provisions above, Contractor shall provide any records requested by any governmental agency, if available, after the time set forth above.

6.10. Integration of Work

6.10.1. Contractor shall do all cutting, fitting, patching, and preparation of Work as required to make its several parts come together properly, to fit it to receive or be received by work of other contractors, and to coordinate tolerances to various pieces of work, showing upon, or reasonably implied by, the Drawings and Specifications for the completed structure, and shall conform them as District and/or Architect may direct.

6.10.2. All cost caused by defective or ill-timed Work shall be borne by Contractor, inclusive of repair work.

6.10.3. Contractor shall not endanger any work performed by it or anyone else by cutting, excavating, or otherwise altering work and shall not cut or alter work of any other contractor except with written consent of District.

6.11. Obtaining of Permits and Licenses

6.11.1. Contractor shall secure and pay for all permits, licenses, and certificates as indicated in the Special Conditions.

6.12. Work to Comply with Applicable Laws and Regulations

6.12.1. Contractor shall give all notices and comply with all applicable laws, ordinances, rules, and regulations relating to the Work, including the specific laws, ordinances, rules, and regulations as indicated and specified in the Contract Documents and identified below, including but not limited to the appropriate statutes and administrative code sections. If Contractor observes that Drawings and Specifications are at variance therewith, or should Contractor become aware of the development of conditions not covered by Contract Documents that will result in finished Work being at variance therewith, Contractor shall promptly notify District in writing and any changes deemed necessary by District shall be made as provided in Contract for changes in Work.

6.12.1.1. National Electrical Safety Code, U. S. Department of Commerce

6.12.1.2. National Board of Fire Underwriters' Regulations

6.12.1.3. Uniform Building Code, latest addition, and the California Code of Regulations, title 24, including amendments.

6.12.1.4. Manual of Accident Prevention in Construction, latest edition, published by A.G.C. of America

6.12.1.5. Industrial Accident Commission's Safety Orders, State of California

6.12.1.6. Regulations of the State Fire Marshall (title 19, California Code of Regulations) and Pertinent Local Fire Safety Codes

- 6.12.1.7. Americans with Disabilities Act
- 6.12.1.8. Education Code of the State of California
- 6.12.1.9. Government Code of the State of California
- 6.12.1.10. Labor Code of the State of California, division 2, part 7, Public Works and Public Agencies
- 6.12.1.11. Public Contract Code of the State of California
- 6.12.1.12. California Art Preservation Act
- 6.12.1.13. U. S. Copyright Act
- 6.12.1.14. U. S. Visual Artists Rights Act

6.12.2. Contractor shall comply will all applicable mitigation measures, if any, adopted by any public agency with respect to this Project pursuant to the California Environmental Quality Act (Public Resources Code sections 21000 et. seq.)

6.12.3. If Contractor performs any Work that it knew, or through exercise of reasonable care should have known, to be contrary to any applicable laws, ordinance, rules, or regulations, Contractor shall bear all costs arising therefrom.

6.12.4. Where Specifications or Drawings state that materials, processes, or procedures must be approved by the DSA, State Fire Marshall, or other body or agency, Contractor shall be responsible for satisfying requirements of such bodies or agencies.

6.13. Safety/Protection of Persons and Property

6.13.1. Contractor will be solely and completely responsible for conditions of the Work Site, including safety of all persons and property during performance of the Work. This requirement will apply continuously and not be limited to normal working hours.

6.13.2. The wearing of hard hats will be mandatory at all times for all personnel on Site. Contractor shall supply sufficient hard hats to properly equip all employees and visitors.

6.13.3. Any construction review of the Contractor’s performance is not intended to include review of the adequacy of the Contractor’s safety measures in, on, or near the Work Site.

6.13.4. Implementation and maintenance of safety programs shall be the sole responsibility of the Contractor.

6.13.5. Contractor shall furnish to the District a copy of the Contractor's safety plan within the time frame indicated in the Contract Documents and specifically adapted for the Project.

6.13.6. Contractor shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the performance of the Contract and shall take all necessary measures and be responsible for the proper care and completion and final acceptance by District. All Work shall be solely at Contractor’s risk with the exception of damage to the Work caused by “acts of God” as defined in Public Contract Code section 7105.

6.13.7. Contractor shall take, and require Subcontractors to take, all necessary precautions for safety of workers on the Project and shall comply with all applicable federal, state, local, and other safety laws,

standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to premises where Work is being performed and to provide a safe and healthful place of employment. Contractor shall furnish, erect, and properly maintain at all times, all necessary safety devices, safeguards, construction canopies, signs, nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction.

6.13.8. Hazards Control. Contractor shall store volatile wastes in covered metal containers and remove them from the Site daily. Contractor shall prevent accumulation of wastes that create hazardous conditions. Contractor shall provide adequate ventilation during use of volatile or noxious substances.

6.13.9. Contractor shall designate a responsible member of its organization on the Project, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety, and health of workers. Name and position of person so designated shall be reported to District by Contractor.

6.13.10. Contractor shall correct any violations of safety laws, rules, orders, standards, or regulations. Upon the issuance of a citation or notice of violation by the Division of Occupational Safety and Health, Contractor shall correct such violation promptly.

6.13.11. Storm Water. Contractor shall comply with the District's Storm Water Pollution Prevention Plan (SWPPP) and, if indicated in the Special Conditions, shall be the District's Qualified SWPPP Practitioner, at no additional cost to the District.

6.13.12. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent such threatened loss or injury. Any compensation claimed by Contractor on account of emergency work shall be determined by agreement.

6.13.13. All salvage materials will become the property of the Contractor and shall be removed from the Site unless otherwise called for in the Contract Documents. However, the District reserves the right to designate certain items of value that shall be turned over to the District unless otherwise directed by District.

6.13.14. All connections to public utilities and/or existing on-site services shall be made and maintained in such a manner as to not interfere with the continuing use of same by the District during the entire progress of the Work.

6.13.15. Contractor shall provide such heat, covering, and enclosures as are necessary to protect all Work, materials, equipment, appliances, and tools against damage by weather conditions, such as extreme heat, cold, rain, snow, dry winds, flooding, or dampness.

6.13.16. Contractor shall protect and preserve the Work from all damage or accident, providing temporary roofs, window and door coverings, boxing, or other construction as required by the Architect. Contractor shall be responsible for existing structures, walks, roads, trees, landscaping, and/or improvements in working areas; and shall provide adequate protection therefor. If temporary removal is necessary of any of the above items, or damage occurs due to the Work, the Contractor shall replace same at its expense with same kind, quality, and size of Work or item damaged. This shall include any adjoining property of the District and others.

6.13.17. Contractor shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property, and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto

caused by construction operations.

6.13.18. Contractor shall confine apparatus, the storage of materials, and the operations of workers to limits indicated by law, ordinances, permits, or directions of Architect, and shall not interfere with the Work or unreasonably encumber Premises or overload any structure with materials. Contractor shall enforce all instructions of District and Architect regarding signs, advertising, fires, and smoking, and require that all workers comply with all regulations while on Project Site.

6.13.19. Contractor, Contractor's employees, Subcontractors, Subcontractors' employees, or any person associated with the Work shall conduct themselves in a manner appropriate for a school site. No verbal or physical contact with neighbors, students, and faculty, profanity, or inappropriate attire or behavior will be permitted. District may require Contractor to permanently remove noncomplying persons from Project Site.

6.13.20. Contractor shall take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed, Contractor shall have a civil engineer, registered as a professional engineer in California, replace them at no cost to District.

6.13.21. In the event that the Contractor enters into any agreement with owners of any adjacent property to enter upon the adjacent property for the purpose of performing the Work, Contractor shall fully indemnify, defend, and hold harmless each person, entity, firm, or agency that owns or has any interest in adjacent property. The form and content of the agreement of indemnification shall be approved by the District prior to entering the adjacent property. The Contractor shall also indemnify the District as provided in the indemnification provision herein. These provisions shall be in addition to any other requirements of the owners of the adjacent property.

6.13.22. Use of Drones. Contractor may utilize drones or similar aerial equipment to monitor the progress of the Work and for security purposes, but Contractor must comply with all legal requirements of the Federal government, the State of California, and the County and City in which the Project is located, applicable to the use of drones or similar aerial equipment. In addition, Contractor shall ensure that no photographs, videos or digital recordings of any kind are taken of District students or staff.

6.14. Working Evenings and Weekends

Contractor may be required to work evenings and/or weekends at no additional cost to the District. Contractor shall give the District seventy-two (72) hours' notice prior to performing any evening and/or weekend work. Contractor shall perform all evening and/or weekend work only upon District's written approval and in compliance with all applicable rules, regulations, laws, and local ordinances including, without limitation, all noise and light limitations. Contractor shall reimburse the District for any Inspector charges necessitated by the Contractor's evening and/or weekend work.

6.15. Noise and Dust Control

6.15.1. In addition to the noise control, dust control and related requirements in the Specifications, Contractor shall control the noise and dust at the Site as indicated here.

6.15.2. Noise Control. The Contractor shall install noise reducing devices on construction equipment. Contractor shall comply with the requirements of the city and county having jurisdiction with regard to noise ordinances governing construction sites and activities. Construction equipment noise at the Site shall be limited as required by applicable law, rule or regulation. If classes are in session at any point during the progress of the Work, and, in the District's reasonable discretion, the noise from any Work disrupts or disturbs the students or faculty or the normal operation of the school at the Site, at the District's request, the Contractor shall schedule the performance of that Work around normal school

hours or make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

6.15.3. Dust Control. The Contractor shall be fully and solely responsible for maintaining and upkeeping all areas of the Site and adjoining areas, outdoors and indoors, free from flying debris, grinding powder, sawdust, dirt and dust as well as any other product, product waste or work waste, that by becoming airborne may cause respiratory inconveniences to persons, particularly to students and District personnel. Additionally, the Contractor shall take specific care to avoid deposits of airborne dust or airborne elements. Those protection devices, systems or methods shall be in accordance with the regulations set forth by the EPA and OSHA, and other applicable law, rule or regulation. Additionally, the Contractor shall be responsible to regularly and routinely clean up and remove any and all deposits of dust and other elements. Damage and/or any liability derived from the Contractor's failure to comply with these requirements shall be exclusively at the cost of the Contractor, including, without limitation, any and all penalties that may be incurred for violations of applicable law, rule or regulation, and any amounts expended by the District to pay such damages shall be due and payable to the District on demand. Contractor shall replace any damages property or part thereof and professionally clean any and all items that become covered or partially covered to any degree by dust or other airborne elements. If classes are in session at any point during the progress of Work, and, in the District's reasonable discretion, flying debris, grinding powder, sawdust, dirt or dust from any Work disrupts or disturbs the students or faculty or the normal operation of the school, at the District's request, the Contractor shall schedule the performance of all that Work around normal school hours and make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

6.15.4. Contractor Failure to Comply. If the Contractor fails to comply with the requirements for dust control, noise control, or any other maintenance or clean up requirement of the Contract Documents, the District, Architect, Project Inspector, or Construction Manager shall notify the Contractor in writing and the Contractor shall take immediate action. Should the Contractor fail to respond with immediate and responsive action and not later than twenty-four (24) hours from that notification, the District shall have the absolute right to proceed as it may deem necessary to remedy such matter. Any and all costs incurred by the District in connection with those actions shall be the sole responsibility of, and be borne by, the Contractor; the District may deduct those amounts from the Contract Price then or thereafter due the Contractor.

6.16. Cleaning Up

6.16.1. The Contractor shall provide all services, labor, materials, and equipment necessary for protecting the Work, all school occupants, furnishings, equipment, and building structure from damage until its Completion and final acceptance by District. Dust barriers shall be provided to isolate dust and dirt from construction operations. At Completion of the Work and portions thereof, Contractor shall clean to the original state any areas beyond the Work area that become dust laden as a result of the Work. The Contractor must erect the necessary warning signs and barricades to ensure the safety of all school occupants. The Contractor at all times must maintain good housekeeping practices to reduce the risk of fire damage and must make a fire extinguisher, fire blanket, and/or fire watch, as applicable, available at each location where cutting, braising, soldering, and/or welding is being performed or where there is an increased risk of fire.

6.16.2. Contractor at all times shall keep Premises free from debris such as waste, rubbish, and excess materials and equipment caused by the Work. Contractor shall not leave debris under, in, or about the Premises, but shall promptly remove same from the Premises on a daily basis. If Contractor fails to clean up, District may do so and the cost thereof shall be charged to Contractor. If Contract is for work on an existing facility, Contractor shall also perform specific clean-up on or about the Premises upon request by the District as it deems necessary for the continuing education process. Contractor shall comply with all related provisions of the Specifications.

6.16.3. If the Construction Manager, Architect, or District observes the accumulation of trash and debris, the District will give the Contractor a 24-hour written notice to mitigate the condition.

6.16.4. Should the Contractor fail to perform the required clean-up, or should the clean-up be deemed unsatisfactory by the District, the District will then perform the clean-up. All cost associated with the clean-up work (including all travel, payroll burden, and costs for supervision) will be deducted from the Contract Price, or District may withhold those amounts from payment(s) to Contractor.

7. SUBCONTRACTORS

- 7.1.** Contractor shall provide the District with information for all Subcontracts as required in the Contractor's Submittals and Schedules Section.
- 7.2.** No contractual relationship exists between the District and any Subcontractor, supplier, or sub-subcontractor by reason of the Contract.
- 7.3.** Contractor agrees to bind every Subcontractor by terms of the Contract as far as those terms are applicable to Subcontractor's work. If Contractor shall subcontract any part of the Contract, Contractor shall be as fully responsible to District for acts and omissions of any Subcontractor and of persons either directly or indirectly employed by any Subcontractor, as it is for acts and omissions of persons directly employed by Contractor. The divisions or sections of the Specifications are not intended to control the Contractor in dividing the Work among Subcontractors or limit the work performed by any trade.
- 7.4.** District's consent to, or approval of, or failure to object to, any Subcontractor under the Contract shall not in any way relieve Contractor of any obligations under the Contract and no such consent shall be deemed to waive any provisions of the Contract.
- 7.5.** Contractor acknowledges sections 4100 through 4114 of the Public Contract Code of the State of California, as regards subletting and subcontracting, and shall comply with all applicable requirements therein. In addition, Contractor acknowledges sections 1720 through 1861 of the Labor Code of the State of California, as regards the payment of prevailing wages and related issues, and shall comply with all applicable requirements therein all including, without limitation, section 1775 and the Contractor's and Subcontractors' obligations and liability for violations of prevailing wage law and other applicable laws.
- 7.6.** No Contractor whose Bid is accepted shall, without consent of the awarding authority and in full compliance with section 4100, et seq, of the Public Contract Code, including, without limitation, sections 4107, 4107.5, and 4109 of the Public Contract Code, either:
 - 7.6.1.** Substitute any person as a Subcontractor in place of the Subcontractor designated in the original Bid; or
 - 7.6.2.** Permit any Subcontract to be assigned or transferred, or allow any portion of the Work to be performed by anyone other than the original Subcontractor listed in the Bid; or
 - 7.6.3.** Sublet or subcontract any portion of the Work in excess of one-half of one percent (1/2 of 1%) of the Contractor's total bid as to which his original bid did not designate a Subcontractor.
- 7.7.** The Contractor shall be responsible for the coordination of the trades, Subcontractors, sub-subcontractors, and material or equipment suppliers working on the Project.
- 7.8.** Contractor is solely responsible for settling any differences between the Contractor and its

Subcontractor(s) or between Subcontractors.

7.9. Contractor must include in all of its subcontracts the assignment provisions as indicated in the Termination section of these General Conditions.

8. OTHER CONTRACTS/CONTRACTORS

8.1. District reserves the right to let other contracts, and/or to perform work with its own forces, in connection with other portions of the Project or other construction or operations at or about the Site. Contractor shall afford other contractor's reasonable opportunity for introduction and storage of their materials and execution of their work and shall properly coordinate and connect Contractor's Work with the work of other contractors.

8.2. In addition to Contractor's obligation to protect its own Work, Contractor shall protect the work of any other contractor that Contractor encounters while working on the Site.

8.3. If any part of Contractor's Work depends for proper execution or results upon work of District or any other contractor, Contractor shall inspect and promptly report to the District in writing before proceeding with its Work any defects in District's or any other contractor's work that render Contractor's Work unsuitable for proper execution and results. Contractor shall be held accountable for damages to District for District's or any other contractor's work that Contractor failed to inspect or should have inspected. Contractor's failure to inspect and report shall constitute Contractor's acceptance of all District's or any other contractor's work as fit and proper for reception of Contractor's Work, except as to defects that may develop in District's or any other contractor's work after execution of Contractor's Work.

8.4. To ensure proper execution of its subsequent work, Contractor shall measure and inspect work already in place and shall at once report to the District in writing any discrepancy between that executed work and the Contract Documents.

8.5. Contractor shall ascertain to its own satisfaction the scope of the Project and nature of District's or any other contracts that have been or may be awarded by District in completion of the Project to the end that Contractor may perform this Contract in light of the other contracts, if any.

8.6. Nothing herein contained shall be interpreted as granting to Contractor exclusive occupancy of the Site, the Premises, or of the Project. The District shall have complete access to the Project Site for any reasonable purpose at all times. Contractor shall not cause any unnecessary hindrance or delay to the use and/or school operation(s) of the Premises and/or to District or any other contractor working on the Project. If simultaneous execution of any contract or school operation is likely to cause interference with performance of Contractor's Contract, Contractor shall coordinate with those contractor(s), person(s), and/or entity(s) and shall notify the District of the resolution.

9. DRAWINGS AND SPECIFICATIONS

9.1. A complete list of all Drawings that form a part of the Contract is to be found as an index on the Drawings themselves, and/or may be provided to the Contractor and/or in the Table of Contents.

9.2. Materials or Work described in words that so applied have a well-known technical or trade meaning shall be deemed to refer to recognized standards, unless noted otherwise.

9.3. Trade Name or Trade Term. It is not the intention of the Contract to go into detailed descriptions of any materials and/or methods commonly known to the trade under "trade name" or "trade term." The mere mention or notation of "trade name" or "trade term" shall be considered sufficient notice to Contractor that it will be required to complete the work so named, complete, finished, and operable,

with all its appurtenances, according to the best practices of the trade.

- 9.4. The naming of any material and/or equipment shall mean furnishing and installing of same, including all incidental and accessory items thereto and/or labor therefor, as per best practices of the trade(s) involved, unless specifically noted otherwise.
- 9.5. Contract Documents are complementary, and what is called for by one shall be binding as if called for by all. As such, Drawings and Specifications are intended to be fully cooperative and to agree. However, if Contractor observes that Drawings and Specifications are in conflict, Contractor shall promptly notify District and Architect in writing, and any necessary changes shall be made as provided in the Contract Documents.
- 9.6. In the case of discrepancy or ambiguity in the Contract Documents, the order of precedence in the Agreement shall prevail. However, in the case of discrepancy or ambiguity solely between and among the Drawings and Specifications, the discrepancy or ambiguity shall be resolved in favor of the interpretation that will provide District with the functionally complete and operable Project described in the Drawings and Specifications. In case of ambiguity, conflict, or lack of information, District will furnish clarifications with reasonable promptness.
- 9.7. Drawings and Specifications are intended to comply with all laws, ordinances, rules, and regulations of constituted authorities having jurisdiction, and where referred to in the Contract Documents, the laws, ordinances, rules, and regulations shall be considered as a part of the Contract within the limits specified. Contractor shall bear all expense of correcting work done contrary to said laws, ordinances, rules, and regulations.

9.8. Ownership of Drawings

9.8.1. All copies of the Drawings, Designs, Specifications, and copies of other incidental architectural and engineering work, or copies of other Contract Documents furnished by District, are the property of District. They are not to be used by Contractor in other work and, with the exception of signed sets of Contract Documents, are to be returned to District on request at Completion of Work, or may be used by District as it may require without any additional costs to District. Neither the Contractor nor any Subcontractor, or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications, and other documents prepared by the Architect. District hereby grants the Contractor, Subcontractors, sub-subcontractors, and material or equipment suppliers a limited license to use applicable portions of the Drawings prepared for the Project in the execution of their Work under the Contract Documents.

10. CONTRACTOR'S SUBMITTALS AND SCHEDULES

Contractor's submittals shall comply with the provisions and requirements of the Specifications including, without limitation Submittals. No submittal, unless approved in writing by the District as acceptable and complete, shall be a Contract Document.

10.1. Schedules, Safety Plan and Complete Subcontractor List

10.1.1. Within **TEN (10)** calendar days after the date of the Notice to Proceed (unless otherwise specified in the Notice to Proceed or in the Special Conditions), Contractor shall prepare and submit to the District for review, in a form supported by sufficient data to substantiate its accuracy as the District may require:

10.1.1.1. **Schedule of Work.** Contractor shall provide a preliminary schedule of construction indicating the starting and completion dates of the various stages of the Work, including any information and following any form as may be specified in the Specifications. Once approved by District, this shall become the Construction Schedule. This schedule shall include and identify all tasks

that are on the Project's critical path with a specific determination of the start and completion of each critical path task, all contract milestones and each milestone's completion date(s) as may be required by the District, and the date of Project Completion.

10.1.1.1.1. Proposed Advanced Schedule. The District is not required to accept an early completion ("advanced") schedule; i.e., one that shows early completion dates for the Contract completion or milestones. Contractor shall not be entitled to extra compensation if the District allows the Contractor to proceed performing the Contract on an earlier ("advanced") schedule and Contractor completes the Project, for whatever reason, beyond the date shown in that earlier ("advanced") schedule, but within the Time for Completion indicated in the Contract. A schedule showing the work completed in less than the Time for Completion indicated in the Contract, shall be considered to have Project Float.

10.1.1.1.2. Float or Slack in the Schedule. Float or slack is the amount of time between the early start date and the late start date, or the early finish date and the late finish date, of any of the activities in the schedule. Float or slack is not for the exclusive use of or benefit of either the District or the Contractor, but its use shall be determined solely by the District.

10.1.1.2. Schedule of Submittals. The Contractor shall provide a preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals. Once approved by District, this shall become the Submittal Schedule. All submittals shall be forwarded to the District by the date indicated on the approved Submittal Schedule, unless an earlier date is necessary to maintain the Construction Schedule, in which case those submittals shall be forwarded to the District so as not to delay the Construction Schedule.

10.1.1.3. Schedule of Values. The Contractor shall provide a preliminary schedule of values for all component parts of the Work for which progress payments may be requested. The schedule of values must include quantities and prices of items totaling the Contract Price and must subdivide the Work into component parts in sufficient detail to serve as the basis for progress payments during construction. The preliminary schedule of values should include, at a minimum, the following information and the following structure:

10.1.1.3.1. Divided into at least the following categories:

- 10.1.1.3.1.1.** Overhead and profit;
- 10.1.1.3.1.2.** Supervision;
- 10.1.1.3.1.3.** General conditions;
- 10.1.1.3.1.4.** Layout;
- 10.1.1.3.1.5.** Mobilization;
- 10.1.1.3.1.6.** Submittals;
- 10.1.1.3.1.7.** Bonds and insurance;
- 10.1.1.3.1.8.** Closeout documentation;
- 10.1.1.3.1.9.** Demolition;
- 10.1.1.3.1.10.** Installation;
- 10.1.1.3.1.11.** Rough-in;
- 10.1.1.3.1.12.** Finishes;
- 10.1.1.3.1.13.** Testing;
- 10.1.1.3.1.14.** Punch List and acceptance.

10.1.1.3.2. Divided by each of the following areas:

- 10.1.1.3.2.1.** Site work;
- 10.1.1.3.2.2.** By each building;
- 10.1.1.3.2.3.** By each floor.

10.1.1.3.3. The preliminary schedule of values shall not provide for values any greater than the following percentages of the Contract value:

- 10.1.1.3.3.1.** Mobilization and layout combined to equal not more than 1%;
- 10.1.1.3.3.2.** Submittals, samples and shop drawings combined to equal not more than 3%;
- 10.1.1.3.3.3.** Bonds and insurance combined to equal not more than 2%.

10.1.1.3.4. Closeout Documentation. Closeout Documentation shall have a value in the preliminary schedule of not less than 5%. The value for Closeout Documentation shall be in addition to and shall not be a part of the Contract retention.

10.1.1.3.5. All items on the Schedule of Values must have a specific completion date on the Construction Schedule, or District has approved the Construction Schedule and the Construction Schedule is fully cost-loaded and resource-loaded, unless waived by the District in writing, and detailed as required by the Contract Documents

10.1.1.3.6. Contractor shall certify that the preliminary schedule of values as submitted to the District is accurate and reflects the costs as developed in preparing Contractor's bid. The preliminary schedule of values shall be subject to the District's review and approval of the form and content thereof. In the event that the District objects to any portion of the preliminary schedule of values, the District shall notify the Contractor, in writing, of the District's objection(s) to the preliminary schedule of values. Within five (5) calendar days of the date of the District's written objection(s), Contractor shall submit a revised preliminary schedule of values to the District for review and approval. The foregoing procedure for the preparation, review and approval of the preliminary schedule of values shall continue until the District has approved the entirety of the preliminary schedule of values.

10.1.1.3.7. Once the preliminary schedule of values is approved by the District, this shall become the Schedule of Values. The Schedule of Values shall not be thereafter modified or amended by the Contractor without the prior written consent and approval of the District, which may be granted or withheld in the sole discretion of the District.

10.1.1.3.8. Notwithstanding any provision of the Contract Documents to the contrary, payment of the Contractor's overhead, supervision, general conditions costs, and profit, as reflected in the Schedule of Values, shall be paid by the District in equal installments, based on percentage complete, with the disbursement of Progress Payments and the Final Payment.

10.1.1.3.9. The Contractor shall not "front-load" the Schedule of Values with false dollar amounts for activities to be performed in the early stages of the Project. The District may, in its sole discretion, utilize the costs listed in the Schedule of Values as the true cost of items to be deducted from the Contract Price through credit or deductive Change Order. The values for each line item shall include the amount of overhead and profit applicable to each item of work and shall include, at a minimum, a breakdown between rough and finish Work for the basic trades as well as individual dollar figures for large dollar equipment and materials to be installed or furnished for the Project. No individual line item or scope of work in the Schedule of Values shall exceed \$50,000, except with the express, written consent of the District. Exceptions will be given by the District for a single item of Equipment for which the true cost exceeds \$50,000. The Schedule of Values shall be subject to the District's review and approval of the form and content thereof. Upon request, Contractor shall provide District with data and documentation substantiating the accuracy of the proposed line items. In the event that the District shall reasonably object to any portion of the Schedule of Values, within ten (10) days of the District's receipt of the Schedule of Values, the District shall notify the Contractor, in writing of the District's objection(s) to the Schedule of Values together with any request for substantiating data

or documentation. Within five (5) days of the date of the District's written objection(s) and request for substantiating data and documentation, Contractor shall submit a revised Schedule of Values to the District for review and approval together with the requested data and documentation. The foregoing procedure for the preparation, review and approval of the Schedule of Values shall continue until the District has approved of the entirety of the Schedule of Values. Once the Schedule of Values is approved by the District, the Schedule of Values shall not be thereafter modified or amended by the Contractor without the prior consent and approval of the District, which may be granted or withheld in the sole reasonable discretion of the District. Notwithstanding any provision of the Contract Documents to the contrary, payment of the Contractor's overhead, supervision and general conditions costs and profit, as such items are reflected in the Schedule of Values, shall be made incrementally as included in the activities included in the Approved Construction Schedule.

10.1.1.4. Safety Plan. The Contractor shall provide a preliminary Contractor's Safety Plan specifically adapted for the Project. Contractor's Safety Plan shall comply with the following requirements:

10.1.1.4.1. All applicable requirements of California Division of Industrial Safety ("CalOSHA") and/or of the United States Occupational Safety and Health Administration ("OSHA").

10.1.1.4.2. All provisions regarding Project safety, including all applicable provisions in these General Conditions.

10.1.1.4.3. Contractor's Safety Plan shall be prepared in both English and in the predominant language(s) of the Contractor's and its Subcontractors' employees.

10.1.1.5. Complete Subcontractor List. Contractor shall provide a preliminary Subcontractor List stating the name, address, telephone number, facsimile number, California State Contractors License number, classification, and monetary value of all Subcontracts for parties furnishing labor, material, or equipment for the Project.

10.1.2. Contractor must provide all schedules both in hard copy and electronically, in a format (e.g., Microsoft Project or Primavera) approved in advance by the District.

10.1.3. The District will review the schedules submitted and the Contractor shall make changes and corrections in the schedules as requested by the District and resubmit the schedules until approved by the District.

10.1.4. The District shall have the right at any time to revise the Schedule of Values if, in the District's sole opinion, the Schedule of Values does not accurately reflect the value of the Work performed.

10.1.5. All submittals and schedules must be approved by the District before Contractor can rely on them as a basis for payment.

10.2. Monthly Progress Schedule(s)

10.2.1. Contractor shall provide Monthly Progress Schedule(s) to the District. A Monthly Progress Schedule shall update the approved Construction Schedule or the last Monthly Progress Schedule, showing all work completed and to be completed. The Monthly Progress Schedule shall be sent to the District and shall be in a format acceptable to the District and contain a written narrative of the progress of work that month and any changes, delays, or events that may affect the work. The process for District approval of the Monthly Progress Schedule shall be the same as the process for approval of the Construction Schedule.

10.2.2. Contractor shall also submit Monthly Progress Schedule(s) with all payment applications.

10.3. Material Safety Data Sheets (MSDS)

Contractor is required to ensure Material Safety Data Sheets are available in a readily accessible place at the Work Site for any material requiring a Material Safety Data Sheet per the Federal “Hazard Communication” standard, or employees right to know law. The Contractor is also required to ensure proper labeling on substances brought onto the Project Site and that any person working with the material or within the general area of the material is informed of the hazards of the substance and follows proper handling and protection procedures. Two additional copies of the Material Safety Data Sheets shall also be submitted directly to the District.

10.4. Logistic Plan

Contractor shall provide a staging and logistics plan identifying laydown areas, loading and unloading areas, crane locations, fence locations, temporary utility connections, trailer locations, and emergency evacuation meeting area. This Logistics Plan must be approved by the District prior to the Contractor mobilizing on the Site.

10.5. Information Included in Submittals.

All Submittals shall be accompanied by a written transmittal and each set of plans shall carry a “wet stamp” or other writing by the Contractor providing an identification of the portion of the Drawings or the Specifications pertaining to the Submittal, with each Submittal numbered consecutively for ease of reference along with the following information: (i) date of submission; (ii) Project name; (iii) name of submitting Subcontractor; and (iv) if applicable, the revision number. The foregoing information is in addition to, and not in lieu of, any other information required for the District’s review, evaluation and approval of the Contractor’s Submittals. Each Submittal shall be complete with its required number of copies, no piecemeal documentation is allowed. Any Submittal not bearing the required wet stamp as stated herein, shall be rejected until the appropriate wet stamp information is provided on each submittal.

10.6. Verification of Submittal Information.

By approving and submission of Submittals, the Contractor represents to the District and Architect that the Contractor has determined and verified materials, field measurements, field construction criteria, catalog numbers and similar data related thereto and has checked and coordinated the information contained within such Submittals with the requirements of the Work and of the Contract Documents. Each Submittal shall include the following certification duly executed by the Contractor’s Superintendent or Project Manager for the Work: “The Contractor has reviewed and approved the field dimensions and construction criteria of the attached Submittal. The Contractor has verified that the Submittal is complete and includes notations of any portion of the Work depicted in the Submittal which is not in strict conformity with the Contract Documents. The information in the attached Submittal has been reviewed and coordinated by the Contractor with information included in other Submittals.”

10.7. Contractor Responsibility for Deviations.

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District’s and Architect’s review of Submittals unless the Contractor has specifically informed the District in writing of such deviation at the time of submission of the Submittal and the District has given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Submittals by the District’s and Architect’s review or comments thereon.

10.8. No Performance of Work Without Architect Review.

The Contractor shall perform no portion of the Work requiring the District's and Architect's review of Submittals until the District and Architect have completed their review and returned the Submittal to the Contractor indicating "No Exception Taken" to that Submittal. The Contractor shall not perform any portion of the Work forming a part of a Submittal or which is affected by a related Submittal until the entirety of the Submittal or other related Submittal has been fully processed. All Work shall be in accordance with the final action taken by the District and the Architect review in review of Submittals and other applicable portions of the Contract Documents.

10.9. District and Architect Review of Submittals.

The purpose of the District's and Architect's review of Submittals and the time for the District's and Architect's return of Submittals to the Contractor shall be as set forth elsewhere in the Contract Documents. If the District and/or Architect return a Submittal as rejected or requiring correction(s) with re-submission, the Contractor, so as not to delay the progress of the Work, shall promptly thereafter resubmit a Submittal conforming to the requirements of the Contract Documents; the resubmitted Submittal shall indicate the portions thereof modified in accordance with the District's and Architect's direction. When professional certification of performance criteria of materials, systems or equipment is required by the Contract Documents, the District shall be entitled to rely upon the accuracy and completeness of the Contractor's calculations and certifications accompanying Submittals. The District's and Architect's review of the Submittals is for the limited purposes described in the Contract Documents. The District and Architect will review each Submittal twice. Should additional Submittals be required as a result of failure of the Contractor to address comments, the Contractor will pay for the Architect's services on a time and material basis for each subsequent review.

10.10. Deferred Approval Items.

In the event that any portion of the Work is designated in the Contract Documents as a "Deferred Approval" item from DSA, Contractor shall be solely and exclusively responsible for the preparation of Submittals for such item(s) in a timely manner so as not to delay or hinder the completion of the Work within the Contract Time. All work, labor, materials, equipment or services necessary to complete the design, engineering and permitting/approval of the Deferred Approval items shall be provided by the Contractor without adjustment of the Contract Price or the Contract Time.

10.11. Contractor Responsibility for Deviations

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District's or Architect's review of Submittals unless the Contractor has specifically informed the District and the Architect in writing of such deviation at the time of submission of the Submittal and the District and the Architect have given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Submittals by the District's or the Architect's review or comments thereon.

11. SITE ACCESS, CONDITIONS AND REQUIREMENTS

11.1. Site Investigation

Before bidding on the Work, Contractor shall make a careful investigation of the Site and thoroughly familiarize itself with the requirements of the Contract. By the act of submitting a bid for the Work included in the Contract, Contractor shall be deemed to have made a complete study and investigation, and to be familiar with and accepted the existing conditions of the Site.

11.2. Soils Investigation Report

11.2.1. When a soils investigation report obtained from test holes at Site is available, that report shall be available to the Contractor but shall not be a part of the Contract. Any information obtained from that report or any information given on Drawings as to subsurface soil condition or to elevations of existing grades or elevations of underlying rock is approximate only, is not guaranteed, does not form a part of the Contract, and Contractor may not rely thereon. By submitting its bid, Contractor acknowledges that it made visual examination of Site and made whatever tests Contractor deems appropriate to determine underground condition of soil.

11.2.2. Contractor agrees that no claim against District will be made by Contractor for damages and hereby waives any rights to damages if, during progress of Work, Contractor encounters subsurface or latent conditions at Site materially differing from those shown on Drawings or indicated in Specifications, or for unknown conditions of an unusual nature that differ materially from those ordinarily encountered in the work of the character provided for in Plans and Specifications, except as indicated in the provisions of these General Conditions regarding trenches, trenching, and/or existing utility lines.

11.3. Access to Work

District and its representatives shall at all times have access to Work wherever it is in preparation or progress, including storage and fabrication. Contractor shall provide safe and proper facilities for access so that District's representatives may perform their functions.

11.4. Layout and Field Engineering

11.4.1. All field engineering required for layout of this Work and establishing grades for earthwork operations shall be furnished by Contractor at its expense. This Work shall be done by a qualified, California-registered civil engineer approved in writing by District and Architect. Any required Record and/or As-Built Drawings of Site development shall be prepared by the approved civil engineer.

11.4.2. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility, and general character of the Site and for having satisfied itself as to the conditions under which the Work is to be performed. District shall not be liable for any claim for allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site.

11.4.3. Contractor shall protect and preserve established benchmarks and monuments and shall make no changes in locations without the prior written approval of District. Contractor shall replace any benchmarks or monuments that are lost or destroyed subsequent to proper notification of District and with District's approval.

11.5. Utilities for Construction

Utilities necessary to complete the Work and to completely perform all of the Contractors' obligations shall be obtained by the Contractor without adjustment of the Contract Price. The Contractor shall furnish and install necessary or appropriate temporary distributions of utilities, including utilities furnished by the District. Any such temporary distributions shall be removed by the Contractor upon completion of the Work. The costs of all such utility services, including the installation and removal of temporary distributions thereof, shall be borne by the Contractor and included in the Contract Price. Also refer to other utility requirements as indicated in the Specifications.

11.6. Sanitary Facilities

At all times during Work at the Site, the Contractor shall obtain and maintain temporary sanitary facilities in conformity with applicable law, rule or regulation. The Contractor shall maintain temporary sanitary facilities in a neat and clean manner with sufficient toilet room supplies. Personnel engaged in the Work are not permitted to use toilet facilities at the Site. Also refer to other Sanitary facility requirements as

indicated in the Specifications.

11.7. Surveys

Contractor shall provide surveys done by a California-licensed civil engineer surveyor to determine locations of construction, grading, and site work as required to perform the Work.

11.8. Regional Notification Center

Contractor, except in an emergency, shall contact the appropriate regional notification center at least two (2) days prior to commencing any excavation if the excavation will be conducted in an area or in a private easement that is known, or reasonably should be known, to contain subsurface installations other than the underground facilities owned or operated by the District, and obtain an inquiry identification number from that notification center. No excavation shall be commenced and/or carried out by the Contractor unless an inquiry identification number has been assigned to the Contractor or any Subcontractor and the Contractor has given the District the identification number. Any damages arising from Contractor's failure to make appropriate notification shall be at the sole risk and expense of the Contractor. Any delays caused by failure to make appropriate notification shall be at the sole risk of the Contractor and shall not be considered for an extension of the Contract time.

11.9. Existing Utility Lines

11.9.1. Pursuant to Government Code section 4215, District assumes the responsibility for removal, relocation, and protection of main or trunk utility lines and facilities located on the construction Site at the time of commencement of construction under the Contract with respect to any such utility facilities that are not identified in the Plans and Specifications. Contractor shall not be assessed for liquidated damages for delay in completion of the Project caused by failure of District or the owner of a utility to provide for removal or relocation of such utility facilities.

11.9.2. Locations of existing utilities provided by District shall not be considered exact, but approximate within reasonable margin and shall not relieve Contractor of responsibilities to exercise reasonable care nor costs of repair due to Contractor's failure to do so. District shall compensate Contractor for the costs of locating, repairing damage not due to the failure of Contractor to exercise reasonable care, and removing or relocating such utility facilities not indicated in the Plans and Specifications with reasonable accuracy, and for equipment necessarily idle during such work.

11.9.3. No provision herein shall be construed to preclude assessment against Contractor for any other delays in completion of the Work. Nothing in this Article shall be deemed to require District to indicate the presence of existing service laterals, appurtenances, or other utility lines, within the exception of main or trunk utility lines, whenever the presence of these utilities on the Site can be inferred from the presence of other visible facilities, such as buildings, meter junction boxes, on or adjacent to the Site.

11.9.4. If Contractor, while performing Work, discovers utility facilities not identified by District in Contract Plans and Specifications, Contractor shall immediately, but in no case longer than two (2) Business Days, notify the District and the utility in writing. The cost of repair for damage to above-mentioned visible facilities without prior written notification to the District shall be borne by the Contractor.

11.10. Notification

Contractor understands, acknowledges and agrees that the purpose for prompt notification to the District pursuant to these provisions is to allow the District to investigate the condition(s) so that the District shall have the opportunity to decide how the District desires to proceed as a result of the condition(s). Accordingly, failure of Contractor to promptly notify the District in writing, pursuant to the applicable

provisions of these General Conditions, shall constitute Contractor's waiver of any claim for damages or delay incurred as a result of the condition(s).

11.11. Hazardous Materials

Contractor shall comply with all provisions and requirements of the Contract Documents related to hazardous materials including, without limitation, certifications related to hazardous materials in the document entitled Certifications to be Completed by Contractor.

11.12. No Signs

Neither the Contractor nor any other person or entity shall display any signs not required by law or the Contract Documents at the Site, fences trailers, offices, or elsewhere on the Site without specific prior written approval of the District.

12. TRENCHES

12.1. Trenches Greater Than Five Feet

Pursuant to Labor Code section 6705, if the Contract Price exceeds \$25,000 and involves the excavation of any trench or trenches five (5) feet or more in depth, the Contractor shall, in advance of excavation, promptly submit to the District and/or a registered civil or structural engineer employed by the District or Architect, a detailed plan showing the design of shoring for protection from the hazard of caving ground during the excavation of such trench or trenches.

12.2. Excavation Safety

If such plan varies from the Shoring System Standards established by the Construction Safety Orders, the plan shall be prepared by a registered civil or structural engineer, but in no case shall such plan be less effective than that required by the Construction Safety Orders. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the District or by the person to whom authority to accept has been delegated by the District.

12.3. No Tort Liability of District

Pursuant to Labor Code section 6705, nothing in this Article shall impose tort liability upon the District or any of its employees.

12.4. No Excavation without Permits

The Contractor shall not commence any excavation Work until it has secured all necessary permits including the required CAL OSHA excavation/shoring permit. Any permits shall be prominently displayed on the Site prior to the commencement of any excavation.

12.5. Discovery of Hazardous Waste, Unusual Conditions and/or Unforeseen Conditions

12.5.1. Pursuant to Public Contract Code section 7104, if the Work involves digging trenches or other excavations that extend deeper than four (4) feet below the surface, the Contractor shall immediately, but in no case longer than two (2) Business Days, and before the following conditions are disturbed, notify the District, in writing, of any:

12.5.1.1. Material that the Contractor believes may be material that is hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law.

12.5.1.2. Subsurface or latent physical conditions at the Site differing from those indicated.

12.5.1.3. Unknown physical conditions at the Site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract.

12.5.2. The District shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work, shall issue a Change Order under the procedures described herein.

12.5.3. In the event that a dispute arises between District and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Completion date provided for by the Contract, but shall proceed with all work to be performed under the Contract. The Contractor shall retain any and all rights provided by the Contract or by law that pertain to the resolution of disputes and protests, which include the requirement that Contractor complies with the notice and PCO provisions of the Contract Documents. Contractor's failure to submit a proposed change order pursuant to the terms of the Contract Documents shall be deemed a waiver of Contractor's right to an adjustment of the Contract Price of Contract Time.

13. INSURANCE AND BONDS

13.1. Insurance

Unless different provisions and/or limits are indicated in the Special Conditions, all insurance required of Contractor and/or its Subcontractor(s) shall be in the amounts indicated herein and include the provisions set forth herein.

13.1.1. Commercial General Liability and Automobile Liability Insurance

13.1.1.1. Contractor shall procure and maintain, during the life of the Contract, Commercial General Liability Insurance and Automobile Liability Insurance that shall protect Contractor, District, State, Construction Manager(s), Project Inspector(s), and Architect(s) from all claims for bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising from operations under the Contract. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form. Contractor shall ensure that Products Liability and Completed Operations coverage, Fire Damage Liability, and any Auto including owned, non-owned, and hired, are included within the above policies and at the required limits, or Contractor shall procure and maintain these coverages separately.

13.1.1.2. Contractor's deductible or self-insured retention for its Commercial General Liability Insurance policy shall not exceed \$25,000 unless approved in writing by District.

13.1.2. Umbrella Liability Insurance

13.1.2.1. Contractor shall procure and maintain, during the life of the Contract, an Excess Liability and/or Umbrella Liability Insurance Policy. Any Umbrella Liability Insurance Policy shall protect Contractor, District, State, Construction Manager(s), Project Manager(s), and Architect(s) in the amounts indicated herein, and shall comply with all requirements for Commercial General Liability and Automobile Liability and Employers' Liability Insurance. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form.

13.1.2.2. There shall be no gap between the per occurrence amount of any underlying policy and

the start of the coverage under the Umbrella Liability Insurance Policy.

13.1.2.3. Whether this Excess Liability and/or Umbrella Liability Insurance Policy is written on a “follow form” or “stand alone” form, the coverages shall equal or greater than the Contractor’s Commercial General Liability and Automobile Liability and Employers’ Liability Insurance with no exclusions that reduce or eliminate coverage items.

13.1.3. Subcontractor(s): Contractor shall require its Subcontractor(s), if any, to procure and maintain Commercial General Liability Insurance, Automobile Liability Insurance, and Umbrella Liability Insurance with minimum limits equal to at least fifty percent (50%) of the amounts required of the Contractor.

13.1.4. Workers’ Compensation and Employers’ Liability Insurance

13.1.4.1. In accordance with provisions of section 3700 of the California Labor Code, the Contractor and every Subcontractor shall be required to secure the payment of compensation to its employees.

13.1.4.2. Contractor shall procure and maintain, during the life of this Contract, Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees engaged in Work under the Contract, on/or at the Site of the Project. This coverage shall cover, at a minimum, medical and surgical treatment, disability benefits, rehabilitation therapy, and survivors' death benefits. Contractor shall require its Subcontractor(s), if any, to procure and maintain Workers’ Compensation Insurance and Employers’ Liability Insurance for all employees of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor’s insurance shall be covered by Contractor’s insurance. If any class of employee or employees engaged in Work under the Contract, on or at the Site of the Project, are not protected under the Workers’ Compensation Insurance, Contractor shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage for the protection of any employee(s) not otherwise protected before any of those employee(s) commence work.

13.1.5. Builder's Risk Insurance: Builder's Risk “All Risk” Insurance.

Contractor shall procure and maintain, during the life of this Contract, Builder’s Risk (Course of Construction), or similar first party property coverage acceptable to the District, issued on a replacement cost value basis. The cost shall be consistent with the total replacement cost of all insurable Work included within the Contract Documents. Coverage is to insure against all risks of accidental physical loss and shall include without limitation the perils of vandalism and/or malicious mischief (both without any limitation regarding vacancy or occupancy), sprinkler leakage, water damage, mold, civil authority, theft, sonic disturbance, earthquake, flood, collapse, wind, fire, war, terrorism, lightning, smoke, and rioting. Coverage shall include debris removal, demolition, increased costs due to enforcement of all applicable ordinances and/or laws in the repair and replacement of damaged and undamaged portions of the property, and reasonable costs for the Architect’s and engineering services and expenses required as a result of any insured loss upon the Work and Project, including completed Work and Work in progress, to the full insurable value thereof. Contractor must review the **Special Conditions** to confirm the scope of this requirement and if the District has modified this provision.

13.1.6. Proof of Carriage of Insurance and Other Requirements: Endorsements and Certificates

13.1.6.1. Contractor shall not commence Work nor shall it allow any Subcontractor to commence Work under the Contract, until Contractor and its Subcontractor(s) have procured all required insurance and Contractor has delivered in duplicate to the District complete endorsements (or entire insurance policies) and certificates indicating the required coverages have been obtained, and the District has approved these documents.

13.1.6.2. Endorsements, certificates, and insurance policies shall include the following:

13.1.6.2.1. A clause stating:

13.1.6.2.1.1. “This policy shall not be amended, canceled or modified and the coverage amounts shall not be reduced until notice has been mailed to District, Architect, and Construction Manager stating date of amendment, modification, cancellation or reduction. Date of amendment, modification, cancellation or reduction may not be less than thirty (30) days after date of mailing notice.”

13.1.6.2.1.2. In lieu of receiving an endorsement with this clause, the District may, at its sole discretion, accept written notification from Contractor and its insurer to the District of any amendments, modifications, cancellations or reduction in coverage, not less than thirty (30) days prior to such coverage changes occur.

13.1.6.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

13.1.6.3. All endorsements, certificates and insurance policies shall state that District, its trustees, employees and agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s) and Architect(s) are named additional insureds under all policies except Workers’ Compensation Insurance and Employers’ Liability Insurance.

13.1.6.4. Contractor’s and Subcontractors’ insurance policy(s) shall be primary and non-contributory to any insurance or self-insurance maintained by District, its trustees, employees and/or agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s), and/or Architect(s).

13.1.6.5. All endorsements shall waive any right to subrogation against any of the named additional insureds.

13.1.6.6. All policies shall be written on an occurrence form.

13.1.6.7. Unless otherwise stated in the Special Conditions, all of Contractor’s insurance shall be placed with insurers **ADMITTED** in California with a current A.M. Best’s rating of no less than **A-** or **A:VII**.

13.1.6.8. The insurance requirements set forth herein shall in no way limit the Contractor’s liability arising out or relating to the performance of the Work or related activities.

13.1.6.9. Failure of Contractor and/or its Subcontractor(s) to comply with the insurance requirements herein shall be deemed a material breach of the Agreement.

13.1.7. Insurance Policy Limits

Unless different limits are indicated in the **Special Conditions**, the limits of insurance shall not be less than the following amounts:

Commercial General Liability	Includes: Personal & Advertising Injury, Product Liability and Completed Operations	\$2,000,000 each occurrence; \$4,000,000 general aggregate
Automobile Liability – <u>Any Auto</u>	Combined Single Limit	\$2,000,000 per occurrence
Excess Liability (Umbrella)		\$6,000,000 per occurrence;

		\$6,000,000 aggregate
Workers Compensation		Statutory limits pursuant to State law
Employers' Liability		\$2,000,000 each accident, each disease; \$2,000,000 policy limit
Builder's Risk (Course of Construction)		Issued for the value and scope of Work indicated herein.
Property of Others	Combined Single Limit General Aggregate	Issued for the value and scope of Work stored off-site.

13.2. Contract Security – Bonds

13.2.1. Contractor shall furnish two surety bonds issued by a California admitted surety insurer as follows:

13.2.1.1. Performance Bond: A bond in an amount at least equal to one hundred percent (100%) of Contract Price as security for faithful performance of this Contract.

13.2.1.2. Payment Bond: A bond in an amount at least equal to one hundred percent (100%) of the Contract Price as security for payment of persons performing labor and/or furnishing materials in connection with the Contract.

13.2.2. Cost of bonds shall be included in the Bid and Contract Price.

13.2.3. All bonds related to the Project shall be in the forms set forth in the Contract Documents and shall comply with all requirements of the Contract Documents, including, without limitation, the bond forms.

14. WARRANTY/GUARANTEE/INDEMNITY

14.1. Warranty/Guarantee

14.1.1. Contractor shall obtain and preserve for the benefit of the District, manufacturer's warranties on materials, fixtures, and equipment incorporated into the Work.

14.1.2. In addition to guarantees required elsewhere, Contractor shall, and hereby does guarantee and warrant all Work against all defects for a period of **ONE (1)** year after the later of the following dates:

14.1.2.1. The date of completion as defined in Public Contract Code section 7107, subdivision (c),

14.1.2.2. The commissioning date for the Project, if any.

14.1.3. At the District's sole option, Contractor shall repair or replace any and all of that Work, together with any other Work that may be displaced in so doing, that may prove defective in workmanship and/or materials within a **ONE (1)** year period from date of Completion as defined above without expense whatsoever to District. In the event of failure of Contractor and/or Surety to commence and pursue with diligence said replacements or repairs within **TEN (10)** days after being notified in writing, Contractor and Surety hereby acknowledge and agree that District is authorized to proceed to have defects repaired and made good at expense of Contractor and/or Surety who hereby agree to pay costs and charges therefore immediately on demand.

14.1.4. If, in the opinion of District, defective work creates a dangerous condition or requires immediate

correction or attention to prevent further loss to District or to prevent interruption of operations of District, District will attempt to give the notice required above. If Contractor or Surety cannot be contacted or neither complies with District's request for correction within a reasonable time as determined by District, District may, notwithstanding the above provision, proceed to make all corrections and/or provide attentions the District believes are necessary. The costs of correction or attention shall be charged against Contractor and Surety of the guarantees provided in this Article or elsewhere in the Contract Documents.

14.1.5. The above provisions do not in any way limit the guarantees on any items for which a longer guarantee is specified or on any items for which a manufacturer gives a guarantee for a longer period. Contractor shall furnish to District all appropriate guarantee or warranty certificates as indicated in the Specifications or upon request by District.

14.1.6. Nothing herein shall limit any other rights or remedies available to District.

14.2. Indemnity

14.2.1. To the furthest extent permitted by California law, Contractor shall indemnify, defend with legal counsel reasonably acceptable to the District, keep and hold harmless the District and its consultants, the Architect and its consultants, the Construction Manager and its consultants, separate contractors, and their respective board members, officers, representatives, contractors, agents, and employees, in both individual and official capacities ("Indemnitees"), against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the performance of the Work by Contractor, its Subcontractors, vendors, or suppliers, including, without limitation, any such suit, claim, damage, loss, or expense attributable to, without limitation, bodily injury, sickness, disease, death, alleged patent violation or copyright infringement, or to injury to or destruction of tangible property (including damage to the Work itself) including the loss of use resulting therefrom, except to the extent caused by the sole negligence, active negligence, or willful misconduct of the Indemnitees, and/or to any extent that would render these provisions void or unenforceable. This agreement and obligation of Contractor shall not be construed to negate, abridge, or otherwise reduce any right or obligation of indemnity that would otherwise exist as to any party or person described herein. This indemnification, defense, and hold harmless obligation includes any failure or alleged failure by Contractor to comply with any provision of law, any failure or alleged failure to timely and properly fulfill all of its obligations under the Contract Documents in strict accordance with their terms, and without limitation, any stop payment notice actions or liens, including liens by the California Department of Labor Standards Enforcement.

14.2.2. Contractor shall give prompt notice to the District in the event of any injury (including death), loss, or damage included herein. Without limitation of the provisions herein, if Contractor's agreement to indemnify, defend, and hold harmless the Indemnitees as provided herein against liability for damage arising out of bodily injury to persons or damage to property caused by or resulting from the negligence of any of the Indemnitees shall to any extent be or be determined to be void or unenforceable, it is the intention of the parties that these circumstances shall not otherwise affect the validity or enforceability of Contractor's agreement to indemnify, defend, and hold harmless the rest of the Indemnitees, as provided herein, and in the case of any such suits, claims, damages, losses, or expenses caused in part by the default, negligence, or act or omission of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, and in part by any of the Indemnitees, Contractor shall be and remain fully liable on its agreements and obligations herein to the full extent permitted by law.

14.2.3. In any and all claims against any of the Indemnitees by any employee of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, Contractor's indemnification obligation herein shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for Contractor or

any Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

14.2.4. The defense and indemnification obligations hereunder shall survive the Completion of Work, including the warranty/guarantee period, and/or the termination of the Agreement.

15. TIME

15.1. Notice to Proceed

District may issue a Notice to Proceed as indicated in the Instructions to Bidders.

15.2. Hours of Work

Work shall be performed during regular working hours as permitted by the appropriate governmental agency except that in the event of an emergency, or when required to complete the Work in accordance with job progress, Work may be performed outside of regular working hours with the advance written consent of the District and approval of any required governmental agencies. Contractor and Subcontractors shall continuously furnish sufficient forces to ensure the performance of the Work in accordance with the Construction Schedule.

15.3. Progress and Completion

15.3.1. Time of the Essence

Time limits stated in the Contract Documents are of the essence to the Contract. By executing the Agreement, Contractor confirms that the Contract Time is a reasonable period for performing the Work.

15.3.2. No Commencement Without Insurance

15.3.2.1. Contractor shall not commence operations on the Project or elsewhere prior to the effective date of insurance and bonds. The date of commencement of the Work shall not be changed by the effective date of such insurance. If Contractor commences Work without insurance and bonds, all Work is performed at Contractor's peril and shall not be compensable until and unless Contractor secures bonds and insurance pursuant to the terms of the Contract Documents and subject to District's claim for damages.

15.4. Schedule

Contractor shall provide to District, Construction Manager, and Architect a schedule in conformance with the Contract Documents and as required in the Notice to Proceed and the Contractor's Submittals and Schedules section of these General Conditions.

15.5. Expeditious Completion

The Contractor shall proceed expeditiously with adequate forces and shall achieve Completion within the Contract Time.

16. EXTENSIONS OF TIME –

16.1. Contractor's Notice of Delay

16.1.1. In addition to the requirements indicated in this subsection, Contractor shall submit any request for an adjustment of the Contract Price or the Contract Time through the Change Order provisions in

these General Conditions.

16.1.2. Contractor shall, within **FIVE (5)** calendar days of any delay impacting the critical path in completing the Work, notify District in writing of the causes of the delay including documentation and facts explaining the delay.

16.1.3. Any request by Contractor for an adjustment of the Contract Price or the Contract Time for a delay shall be submitted in accordance with the provisions in the Contract Documents governing changes in Work. When requesting time, requests must be submitted with full justification and documentation. Such justification must be based on the official Construction Schedule as updated at the time of occurrence of the delay or execution of Work related to any changes to the Scope of Work.

16.1.4. Any claim for delay must include the following information as support, without limitation:

16.1.4.1. Duration. The duration of the activity relating to the changes in the Work and the resources (manpower, equipment, material, etc.) required to perform the activities within the stated duration.

16.1.4.2. Logical Ties / Fragnets. Specific logical ties to the Contract Schedule for the proposed changes and/or delay showing the activity/activities in the Construction Schedule that are affected by the change and/or delay. (A portion of any delay of seven (7) days or more must be provided.) Include a "fragnet" analysis for the portion of the schedule and the activities the Contractor contends are impacted by the delay.

16.1.4.3. Updated Construction Schedule. A recovery or updated Construction Schedule must be submitted.

16.1.5. District shall review the facts and extent of any noticed delay and may grant Contract Time extension(s) of time for completing Work when, in the District's judgment, the findings of fact justify an extension.

16.1.6. Extension(s) of time shall apply only to that portion of Work affected by delay, and shall not apply to other portions of Work not so affected.

16.1.7. An extension of time may only be granted if Contractor has timely submitted the updated Construction Schedule as required herein.

16.1.8. Following submission of a notice of delay, the District may determine whether the delay is to be considered:

16.1.8.1. Excusable and Compensable, Excusable and Non-Compensable, or Unexcused;

16.1.8.2. How long the delay continues; and

16.1.8.3. To what extent the prosecution and Completion of the Work might be delayed thereby.

16.1.9. Contractor's failure to request adjustment(s) of the Contract Time in strict conformity with applicable provisions of the Contract Documents shall be deemed Contractor's waiver of its right to assert a claim for a delay.

16.1.10. Limitations Upon Adjustment of Contract Time on Account of Delays. Any adjustment of the Contract Time on account of an Excusable Delay or a Compensable Delay shall be limited as set forth herein. No adjustment of the Contract Time shall be made on account of any Excusable Delays or Compensable Delays unless those delay(s) actually and directly impact Work or Work activities on the

critical path of the then current and updated approved Construction Schedule as of the date on which a delay first occurs. The District shall not be deemed in breach of, or otherwise in default of any obligation hereunder, if the District shall deny a request by the Contractor for an adjustment of the Contract Time for any delay that does not actually and directly impact Work on the then current and updated approved Construction Schedule. In submitting a request for an adjustment of Contract Time, and as a condition precedent to the District's review of that request, Contractor shall insert into the then current and updated approved Construction Schedule a "fragnet" analysis representing the event that Contractor claims to result in delay to the critical path as depicted in the updated approved Construction Schedule. If an Excusable Delay and a Compensable Delay occur concurrently, the maximum extension of the Contract Time shall be the number of days from the commencement of the first delay to the cessation of the delay that ends last. If an Unexcused Delay occurs concurrently with either an Excusable Delay or a Compensable Delay, the maximum extension of the Contract Time shall be the number of days, if any, which the Excusable Delay or the Compensable Delay exceeds the period of time of the Unexcused Delay.

16.2. Excusable and Compensable Delay(s)

16.2.1. Contractor is **not** entitled to additional compensation for any delay, even a delay caused by Adverse Weather or an Excusable Delay, unless **all** of the following conditions are met:

- 16.2.1.1.** The District is responsible for the delay;
- 16.2.1.2.** The delay is unreasonable under the circumstances involved and impacts the critical path of the Work and extends the most current Contract Completion date;
- 16.2.1.3.** The delay was not within the contemplation of District and Contractor;
- 16.2.1.4.** Contractor complies with the Change Order procedures, and if necessary, the Claims procedures of the Contract Documents;
- 16.2.1.5.** The delay could not have been avoided or mitigated by the Contractor's care, prudence, foresight, and diligence;
- 16.2.1.6.** The delay extends the most current Contract Completion date; and
- 16.2.1.7.** The delay is not concurrent with a Contractor-caused delay or other type of Excusable Delay.

16.2.2. In accordance with California Public Contract Code section 7102, if the Contractor's progress is delayed by the events described in the preceding subsection, Contractor shall not be precluded from the recovery of damages directly and proximately resulting therefrom. In that event, Contractor's damages, if any, shall be limited to direct, actual and unavoidable additional costs of labor, materials or construction equipment directly resulting from that delay, and shall exclude special, indirect or consequential damages. In no event shall Contractor seek costs or damages for delays, interruptions, hindrances or disruptions to the Work for on-Site or off-Site costs or damages based upon formulas, e.g. Eichleay or other formula. Except as expressly provided for herein, Contractor shall not have any other claim, demand or right to adjustment of the Contract Price arising out of delay, interruption, hindrance or disruption to the progress of the Work. Adjustments to the Contract Price and the Contract Time, if any, on account of Changes to the Work or Suspension of the Work shall be governed by the applicable provisions of the Contract Documents, including without limitation, the "Changes in the Work" section and the percentages in the "Format for Proposed Change" section of these General Conditions.

16.3. Excusable and Non-Compensable Delay(s)

16.3.1. An "Excusable Delay" shall mean an interruption of the Work beyond the reasonable control of

the Contractor and that:

16.3.1.1. Could have not been avoided by the Contractor exercising care, prudence, foresight, and diligence, and

16.3.1.2. Actually extended the most current Project Completion date.

16.3.2. The Contractor may be entitled to an extension of the Project Completion date if there is an Excusable Delay, but the Contractor shall not be entitled to additional compensation for an Excusable Delay.

16.3.3. Excusable Delays are limited to interruptions that satisfy the above requirements and that are acts of God; acts of a public enemy; fires; floods; windstorms; tornadoes; earthquakes; wars; riots; insurrections; epidemics; quarantine restrictions; strikes; lockouts; fuel shortages; freight embargoes; and Adverse Weather that satisfies the requirements herein.

16.3.4. Contractor is aware that governmental agencies and utilities, including, without limitation, the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies may have to approve Contractor-prepared drawings or approve a proposed installation. Contractor shall include in its bid, time for possible review of its drawings and for reasonable delays and damages that may be caused by such agencies. Contractor is not entitled to make a claim for damages or delays or an Excusable Delay arising from the review of Contractor's drawings or other approvals from the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies.

16.3.5. Neither the financial resources of the Contractor or any person or entity directly or indirectly engaged by the Contractor in performance of any portion of the Work shall be deemed conditions beyond the control of the Contractor. If an event of Excusable Delay occurs, the Contract Time shall be subject to adjustment hereunder only if the Contractor establishes: (i) full compliance with all applicable provisions of the Contract Documents relative to the method, manner and time for Contractor's notice and request for adjustment of the Contract Time; (ii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time are outside the reasonable control and without any fault or neglect of the Contractor or any person or entity directly or indirectly engaged by Contractor in performance of any portion of the Work; and (iii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time directly and adversely impacted the critical path of the Work as indicated in the approved Construction Schedule or the most recent updated approved Construction Schedule relative to the date(s) of the claimed event(s) of Excusable Delay.

16.3.6. Computation of Time / Adverse Weather

16.3.6.1. The Contractor will only be allowed a time extension for Adverse Weather conditions if requested by Contractor within five (5) calendar days of the Adverse Weather event, and only if all of the following conditions are met – thereby making the resulting delay an Excusable Delay.

16.3.6.1.1. The weather conditions constitute Adverse Weather, as defined herein and further specified in the Special Conditions;

16.3.6.1.2. Contractor can verify that the Adverse Weather caused delays in excess of five (5) hours of the indicated labor required to complete the scheduled tasks of Work on the day affected by the Adverse Weather;

16.3.6.1.3. The Contractor's crew is dismissed as a result of the Adverse Weather; and

16.3.6.1.4. The number of days of delay for the month exceed those indicated in the

Special Conditions.

16.3.6.2. A day-for-day extension will only be allowed for those days in excess of those indicated in the Special Conditions.

16.3.6.3. The Contractor shall work seven (7) days per week, if necessary, irrespective of inclement weather, to maintain access and the Construction Schedule, and to protect the Work under construction from the effects of Adverse Weather, all at no further cost to the District.

16.3.6.4. The Contract Time has been determined with consideration given to the average climate weather conditions prevailing in the County in which the Project is located.

16.4. Unexcused Delay(s) – Liquidated Damages

16.4.1. Unexcused Delays refer to any delay to the progress of the Work caused by events or factors other than those specifically identified in the “Excusable and Compensable Delay(s)” or the “Excusable and Non-Compensable Delay(s)” sections above. Neither the Contract Price nor the Contract Time shall be adjusted on account of Unexcused Delays.

16.4.2. Contractor and District hereby agree that the exact amount of damages for failure to complete the Work within the time specified is extremely difficult or impossible to determine. If the Work is not completed within the time specified in the Contract Documents, it is understood that the District will suffer damage. It being impractical and unfeasible to determine the amount of actual damage, it is agreed the Contractor shall forfeit and pay to District as fixed and liquidated damages, and not as a penalty, the amount set forth in the Agreement for each calendar day of delay in Completion. Contractor and its Surety shall be liable for the amount thereof pursuant to Government Code section 53069.85.

16.4.3. Contractor shall not forfeit or pay liquidated damages for an Excusable Delay or an Excusable and Compensable Delay.

17. CHANGES IN THE WORK

17.1. No Changes Without Authorization

17.1.1. There shall be no change whatsoever in the Drawings, Specifications, or in the Work without an executed Change Order, a written Unilateral Change Order, or a written Force Account Directive authorized by the District as herein provided. District shall not be liable for the cost of any extra work, any changes to the Contract Time, or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless the District's governing board has authorized the same and the cost thereof has been approved in writing by an executed Change Order, a written Unilateral Change Order, or a written Force Account Directive.

17.1.2. Verbal Order of Change in the Work. Any verbal order, direction, instruction, interpretation, or determination from the District, the Project Inspector or the Architect which in the opinion of the Contractor causes any change to the scope of the Work, or otherwise requires an adjustment to the Contract Price or the Contract Time, shall be treated as a Change only if the Contractor gives the Architect written notice within three (3) Business Days of the order, directions, instructions, interpretation or determination and prior to acting in accordance therewith. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the order, direction, instruction, interpretation or determination giving rise to Contractor's notice. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice within three (3) Business Days of any verbal order, direction, instruction, interpretation or determination shall be deemed Contractor's waiver of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of that verbal order, direction,

instruction, interpretation or determination. The written notice shall state the date, circumstances, extent of adjustment to the Contract Price or the Contract Time, if any, requested, and the source of the verbal order, directions, instructions, interpretation or determination that the Contractor regards as a Change. Unless the Contractor acts in strict accordance with this procedure, any verbal order, direction, instruction, interpretation or determination shall not be treated as a Change and the Contractor hereby waives any claim for any adjustment to the Contract Price or the Contract Time on account thereof.

17.1.3. The Surety, in executing and providing the Performance Bond and the Payment Bond, shall be deemed to have expressly agreed to any change to the Contract and to any extension of time made by reason thereof.

17.1.4. No extension of time for performance of the Work shall be allowed hereunder unless claim for such extension is made at the time changes in the Work are ordered, and such time duly adjusted in writing in the Change Order, Unilateral Change Order, or Force Account Directive. The provisions of the Contract Documents shall apply to all such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications.

17.1.5. Contractor shall perform immediately all work that has been authorized by a fully executed Change Order, Unilateral Change Order, or Force Account Directive. Contractor shall be fully responsible for any and all delays and/or expenses caused by Contractor's failure to expeditiously perform this Work and Contractor's failure or refusal to so proceed with that Work may be deemed to be Contractor's default of a material obligation of the Contractor under the Contract Documents.

17.1.6. Should any Change Order result in an increase in the Contract Price, the cost of that Change Order shall be agreed to, in writing, in advance by Contractor and District and be subject to the monetary limitations set forth in Public Contract Code section 20118.4. In the event that Contractor proceeds with any change in Work without a Change Order executed by the District, Unilateral Change Order, or Force Account Directive, Contractor waives any claim of additional compensation or time for that additional work.

17.1.7. Contractor understands, acknowledges, and agrees that the reason for District authorization is so that District may have an opportunity to analyze the Work and decide whether the District shall proceed with the Change Order or alter the Project so that a change in Work becomes unnecessary.

17.1.8. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent all threatened loss or injury. Any compensation or time claimed by Contractor on account of emergency work shall be determined as indicated herein as a PCO.

17.1.9. No payments will be made, nor will District accept proposed change orders until the Contractor has complied with all the requirements of the Escrow of Bid Documentation document (if applicable).

17.2. Architect Authority

The Architect will have authority to order minor changes in the Work not involving any adjustment in the Contract Price, or an extension of the Contract Time, or a change that is inconsistent with the intent of the Contract Documents. These changes shall be effected by written Change Order, Unilateral Change Order, or by Architect's response(s) to RFI(s).

17.3. Change Orders

17.3.1. A Change Order is a written instrument prepared and issued by the District and/or the Architect and signed by the District (as authorized by the District's governing board), the Contractor, the Architect, and approved by the Project Inspector (if necessary) and DSA (if necessary), stating their agreement

regarding all of the following:

- 17.3.1.1. A description of a change in the Work;
- 17.3.1.2. The amount of the adjustment in the Contract Price, if any; and
- 17.3.1.3. The extent of the adjustment in the Contract Time, if any.

17.3.2. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.

17.3.3. If the District approves of a Change, the District or the Architect shall provide a written Change Order to the Contractor describing the Change and setting forth the adjustment to the Contract Time and the Contract Price, if any, on account of that Change. All Change Orders shall be full payment and final settlement of all rights for direct, indirect and consequential costs, including without limitation, costs of delays or impacts related to, or arising out of, items covered and affected by the Change Order, as well as any adjustments to the Contract Time. Any demand or request for an adjustment to the Contract Time or the Contract Price relating to any Change incorporated into a Change Order not presented by the Contractor for inclusion in the Change Order shall be deemed waived. The Contractor shall execute the Change Order prepared pursuant to the foregoing. After the Change Order has been prepared and forwarded to the Contractor for execution, the Contractor shall not modify or amend the form or content of such Change Order, or any portion thereof.

17.4. Unilateral Change Orders

17.4.1. A Unilateral Change Order is a written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. The District may as provided by law, by Unilateral Change Order and without invalidating the Contract, order changes in the Work consisting of additions, deletions, or other revisions. Any dispute as to the sum of the Unilateral Change Order or timing of payment shall be resolved pursuant to the Payment provisions and the Claims and Disputes provisions herein. **A Unilateral Change Order is NOT a Construction Change Document (which is defined above as a Change Order that DSA must approve).**

17.4.2. The District may issue a Unilateral Change Order in the absence of agreement on the terms of a Change Order.

17.5. Force Account Directives

17.5.1. When work, for which a definite price has not been agreed upon in advance, is to be paid for on a force account basis, all direct costs necessarily incurred and paid by the Contractor for labor, material, and equipment used in the performance of that Work, shall be subject to the approval of the District and compensation will be determined as set forth herein.

17.5.2. District will issue a Force Account Directive to proceed with the Work on a force account basis, and a not-to-exceed budget will be established by District.

17.5.3. All requirements regarding direct cost for labor, labor burden, material, equipment, and markups on direct costs for overhead and profit described in this section shall apply to Force Account Directives. However, District will only pay for actual costs verified in the field by the District or its authorized representative(s) on a daily basis.

17.5.4. Contractor shall be responsible for all cost related to the administration of Force Account Directive. The markup for overhead and profit for Contractor modifications shall be full compensation to

the Contractor to administer Force Account Directive.

17.5.5. Contractor shall notify District or its authorized representative(s) at least twenty-four (24) hours prior to proceeding with any of the force account work. Furthermore, the Contractor shall notify the District when it has consumed eighty percent (80%) of the budget, and shall not exceed the budget unless specifically authorized in writing by the District. Contractor will not be compensated for force account work in the event that Contractor fails to timely notify the District regarding the commencement of force account work, or exceeding the force account budget.

17.5.6. Contractor shall diligently proceed with the work, and on a daily basis, submit a daily force account report on a form supplied by the District no later than 5:00 p.m. each day. The report shall contain a detailed itemization of the daily labor, material, and equipment used on the force account work only. The names of the individuals performing the force account work shall be included on the daily force account reports. The type and model of equipment shall be identified and listed. District will review the information contained in the reports, and sign the reports no later than the next work day, and return a copy of the report to Contractor for its records. District will not sign, nor will Contractor receive compensation for work District cannot verify. Contractor will provide a weekly force account summary indicating the status of each Force Account Directive in terms of percent complete of the not-to-exceed budget and the estimated percent complete of the work.

17.5.7. In the event Contractor and District reach a written agreement on a set cost for the work while the work is proceeding based on a Force Account Directive, the Contractor's signed daily force account reports shall be discontinued and all previously signed reports shall be invalid.

17.6. Price Request

17.6.1. Definition of Price Request. A Price Request ("PR") is a written request prepared by the Architect requesting the Contractor to submit to the District and the Architect an estimate of the effect of a proposed change in the Work on the Contract Price and the Contract Time.

17.6.2. Scope of Price Request. A Price Request shall contain adequate information, including any necessary Drawings and Specifications, to enable Contractor to provide the cost breakdowns required herein. Contractor shall not be entitled to any additional compensation for preparing a response to a Price Request, whether ultimately accepted or not.

17.6.3. Contractor shall not consider Price Requests to be instructions either to stop work in progress or to execute the proposed change.

17.6.4. Within the time specified in Price Request after receipt of Price Request, Contractor shall submit a quotation estimating cost adjustments to the Contract Price and the Contract Time necessary to execute the change, with the following documentation and information:

17.6.4.1. Include a list of quantities of products required or eliminated and unit costs, with total amount of purchases and credits to be made. If requested, furnish survey data to substantiate quantities.

17.6.4.2. Indicate applicable taxes, delivery charges, equipment rental, and amounts of trade discounts.

17.6.4.3. Include costs of labor and supervision directly attributable to the change.

17.6.4.4. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationship. Use available total float before requesting an extension of the Contract Time.

17.7. Proposed Change Order

17.7.1. Proposed Change Order. The Contractor may issue a Proposed Change Order (“PCO”), only as a written request prepared by it to the District and the Architect, requesting that the District issue a Change Order based upon a proposed change to the Work.

17.7.2. Changes in Contract Price. A PCO shall include breakdowns pursuant to the provisions herein to validate any change in Contract Price and include all reasonable documentation as required herein.

17.7.3. Changes in Time. A PCO shall also include any changes in time required to complete the Project. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationships. Use available total float before requesting an extension of the Contract Time. Any additional time requested shall not be the number of days to make the proposed change, but must be based upon the impact to the Construction Schedule as defined in the Contract Documents. If Contractor fails to request a time extension in a PCO, then the Contractor is thereafter precluded from requesting time and/or claiming a delay. If the Contractor is requesting additional time and believes that time is both Excusable and Compensable, then the Contractor must provide detailed documentation that supports its position and that addresses all the components of the “Excusable and Compensable Delay(s)” section above.

17.7.4. Unknown and/or Unforeseen Conditions. If Contractor submits a PCO requesting an increase in Contract Price and/or Contract Time that is based at least partially on Contractor’s assertion that Contractor has encountered unknown and/or unforeseen condition(s) on the Project, then Contractor shall base the PCO on provable information that, beyond a reasonable doubt and to the District’s satisfaction, demonstrates that the unknown and/or unforeseen condition(s) were actually unknown and/or unforeseen and that the condition(s) were reasonably unknown and/or unforeseen. If not, the District shall deny the PCO and the Contractor shall complete the Project without any increase in Contract Price and/or Contract Time based on that PCO.

17.7.5. Time to Submit PCO. Contractor shall submit its PCO within five (5) days of the date Contractor discovers, or reasonably should discover, the circumstances giving rise to the proposed change order, unless additional time to submit a proposed change order is granted in writing by the District. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the basis for the PCI. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice (with Supporting Documentation to permit the District's review and evaluation) within this time frame shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of the circumstances giving rise to the PCO.

17.8. Format for Proposed Change Order

17.8.1. The following “Format For Proposed Change For Subcontractor Performed Work” and “Format For Proposed Change For Contractor Performed Work” shall be used as applicable by the District and the Contractor (e.g. Change Orders, PCO’s) to communicate proposed additions and deductions to the Contract, supported by attached documentation.

FORMAT FOR PROPOSED CHANGE FOR SUBCONTRACTOR PERFORMED WORK

	<u>SUBCONTRACTOR PERFORMED WORK</u>	<u>ADD</u>	<u>DEDUCT</u>
(A)	<u>Labor Charge</u> 1. Hours. Attach total itemized hours. 2. Rate. This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations (“DIR”) for the applicable labor category.		
(B)	<u>Labor Burden & Worker’s Compensation Charge</u> 1. This shall be no more than twenty percent (20%) of item (A) , the Labor Charge. 2. This shall be the total cumulative charge permitted for all Subcontractors or all labor performed by the Subcontractor or Subcontractor’s Subcontractor(s) (i.e., all “lower-tier” Subcontractor(s)).		
(C)	<u>Subtotal (A+B)</u>		
(D)	<u>Material Charge</u> Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).		
(E)	<u>Equipment Charge</u> Attach invoice(s) from supplier(s).		
(F)	<u>Subtotal (C+D+E)</u>		
(G)	<u>Subcontractor’s Overhead and Profit Charge</u> 1. This shall be no more than five percent (8%) of item (F) . 2. This shall be the total cumulative mark-up permitted for the Subcontractor and Subcontractor’s Subcontractor(s) (i.e., all “lower-tier” Subcontractor(s)).		
(H)	<u>Subtotal (F+G)</u>		
(I)	<u>Contractor’s Overhead, Profit, Bond and Insurance</u> 1. This shall be no more than six percent (6%) of Item (F) . 2. This shall be the total mark-up permitted for Contractor.		
(J)	<u>TOTAL (H+I)</u>		
(K)	<u>Time</u>	_____ Days	

FORMAT FOR PROPOSED CHANGE FOR CONTRACTOR PERFORMED WORK

	<u>CONTRACTOR PERFORMED WORK</u>	<u>ADD</u>	<u>DEDUCT</u>
(A)	<u>Labor Charge</u> 1. Hours. Attach total itemized hours. 2. Rate. This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations (“DIR”) for the applicable labor category.		
(B)	<u>Labor Burden & Worker’s Compensation Charge</u> 1. This shall be no more than twenty percent (20%) of item (A) , the Labor Charge. 2. This shall be the total cumulative charge permitted for all labor performed by Contractor.		
(C)	<u>Subtotal (A+B)</u>		
(D)	<u>Material Charge</u> Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).		
(E)	<u>Equipment Charge</u> Attach invoice(s) from supplier(s).		
(F)	<u>Subtotal (C+D+E)</u>		
(G)	<u>Contractor’s Overhead, Profit, Bond and Insurance</u> 1. This shall be no more than six percent (6%) of Item (F) . 2. This shall be the total mark-up permitted for Contractor.		
(H)	<u>TOTAL (F+G)</u>		
(I)	<u>Time</u>	_____ Days	

17.8.2. All Proposed Change Order requests by Contractor for a change shall include a complete itemized breakdown with the following detail:

17.8.2.1. Labor. Labor breakdown by trade classification, wage rates, and estimated hours. Labor costs shall only include fringe benefits indicated by governing trade organizations. Wages shall not exceed current prevailing wages in the locality for performance of the changes.

17.8.2.1.1. The Contractor's or Subcontractors' labor burden and Workers' Compensation premium shall only be charged as indicated herein. In no event shall Contractor include any other charges than as indicated herein without the prior written approval of the District.

17.8.2.2. Material. Material quantities, and types of products, and transportation costs, if applicable.

17.8.2.3. Equipment. Equipment breakdown by make, type, size, rental rates (if not owned), equipment hours and transportation costs, if applicable.

17.8.2.3.1. The equipment costs shall not exceed one hundred percent (100%) of the Association of Equipment Distributors (AED) rental rates or Caltrans rates, whichever is less. Hourly, daily, weekly, or monthly rates shall be used, whichever is lower. Hourly rates including operator shall not be used.

17.8.2.3.2. The time to be paid for equipment shall be the actual time that the equipment is in productive operation on the Work or idled as a result of the event or circumstance giving rise to the Proposed Change Order. In computing the hourly rental of equipment, any time less than thirty (30) minutes shall be considered one-half (1/2) hour. No payment will be made for time while equipment is inoperative due to breakdown, or for non-workdays. In addition, the rental time shall not include the time required to move the equipment to and from the project site. No mobilization or demobilization will be allowed for equipment already on site. If such equipment is not moved by its own power, then loading and transportation costs will be paid in lieu of rental time thereof. However, neither moving time nor loading and transportation costs will be paid if the equipment is used on the Project Site in any other way than upon the work directly related to the event or circumstance giving rise to the Proposed Change Order.

17.8.2.3.3. Individual pieces of equipment having a replacement value of one thousand dollars (\$1,000) or less shall be considered to be small tools or small equipment, and no payment will be made since the costs of these tools and equipment is included as part of the markup for overhead and profit defined herein.

17.8.2.3.4. Payment to the Contractor for the use of equipment as set forth above shall constitute full compensation to the Contractor for the cost of fuel, power, oil, lubricants, supplies, small equipment, necessary attachments, repairs and maintenance of any kind, depreciation, storage, insurance, labor (except for equipment operators), and any and all costs to the Contractor incidental to the use of the equipment.

17.8.2.3.5. Should Contractor, or any of its owners, officers, directors or agents, hold any ownership interest in any company, organization, association or corporation from whom rental equipment is secured. Contractor shall immediately notify District of such and the price set for any such rental shall be agreed upon in advance by the Contractor and the District.

17.8.2.3.6. Overhead, Profit, Bond and Insurance Costs. Markup for overhead and profit, which shall be used to compensate Contractor for all costs for all administration, general conditions, and supervision, including, without limitation:

17.8.2.3.6.1. All home office overhead, field office overhead, field office personnel including, but not limited to, principals, project managers, superintendents, supervisory foremen, estimators, project engineers, detailers, draftsmen, schedulers, consultants, watchmen, payroll clerks, administrative assistants, labor compliance costs and secretaries.

17.8.2.3.6.2. All field and field office expenses including, but not limited to, field trailers, parking, storage sheds, office equipment and supplies, telephone service and long distance telephone calls, computers, fax machines, temporary utilities, sanitary facilities and services, janitorial services, small tools and equipment with a cost under \$1000 each, portable scaffolding, blocking, shores, appliances, job vehicles, security and fencing, conformance to regulatory requirements including compliance to safety regulations, safety programs and meetings, cartage, warranties, As-Built Drawings, as well as any related maintenance costs.

17.8.2.3.6.3. Administrative functions such as, but not limited to, reviewing, coordinating, distributing, processing, posting, recording, estimating, negotiating, expediting, engineering, drawing, detailing, revising shop drawings, carting, cleaning, protecting the work, and other incidental Work related to the change.

17.8.2.3.6.4. All other costs and taxes required to be paid, but not included under direct costs as defined above including, without limitation, payroll taxes, social security, etc.

17.8.2.3.6.5. All costs for Contractor's bonds and insurance.

17.8.2.3.6.6. Taxes: Federal excise tax shall not be included. District will issue an exemption on request.

17.8.2.3.7. Contract Time. Justification for any adjustment in Contract Time including a schedule analysis identifying critical schedule activities delayed by the request. Contract Time shall be extended or reduced by Change Orders, Unilateral Change Orders, or Force Account Directives for a period of time commensurate with the time reasonably necessary to perform a Change. This time must be requested in writing by the Contractor with the Price Request, PCO, or expressly in writing as part of its documentation for Unilateral Change Orders, or Force Account Directives. The Contractor shall justify any Contract Time extension by submittal of a schedule analysis as required in this Changes section of these General Conditions accurately portraying the impact of the change on the critical path of the Construction Schedule. Changes performed within available float shall not justify an extension to the Contract Time. The District shall make the final determination of the amount of Contract Time to allocate to any Change.

17.8.2.4. Supporting Documentation. Contractor shall include with each PCO, along with the itemized breakdown as required herein, reasonable documentation substantiating the requested change in the Contract Price and Contract Time. If the District deems Contractor's supporting documentation incomplete or inadequate to substantiate the requested change to the Contract Price and Contract Time, the District may request that Contractor supplement the PCO with additional, reasonable supporting documentation.

17.9. Change Order Certification

17.9.1. All Change Orders and PCOs shall include the following certification by the Contractor. The Parties acknowledged that if a Change Order is approved that does not include this language, that Change Order shall be deemed to include this certification language:

The Contractor approves the foregoing as to the changes, if any, and the price specified for each item and the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all

labor, materials, and service, and perform all work necessary to complete all additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District. It is expressly understood that the value of the extra Work or changes includes all of the Contractor's costs, expenses, field overhead, home office overhead, profit, both direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project. Any costs, expenses, damages, or time extensions not included are deemed waived.

17.10. Determination of Change Order Cost

17.10.1. The amount of the increase or decrease in the Contract Price from a Change Order, if any, shall be determined in one or more of the following ways as applicable to a specific situation and at the District's discretion:

17.10.1.1. District acceptance of a PCO;

17.10.1.2. By agreement between District and Contractor.

17.10.1.3. By unit prices or alternates contained in Contractor's original bid. If the Bid for the Work included proposal(s) for Alternate Bid Item(s), during Contractor's performance of the Work, the District may elect to add any such Alternate Bid Item(s) if the that item did not form a basis for award of the Contract or delete any such Alternate Bid Item(s) if that item formed a basis for award of the Contract. If the District elects to add or delete an Alternate Bid Item(s) pursuant to the foregoing, the cost or credit for that Alternate Bid Item(s) shall be as set forth in the Contractor's Bid, at the District's discretion. If any Alternate Bid Item is added or deleted from the Work pursuant to the foregoing, the Contract Time shall be adjusted by the number of days allocated for the added or deleted Alternate Bid Item in the Contract Documents; if days are not allocated for any Alternate Bid Item added or deleted pursuant to the foregoing, the Contract Time shall be equitably adjusted.

17.10.1.4. By the District, based upon actual and necessary costs incurred by the Contractor as determined by the District on the basis of the Contractor's records. Promptly upon determining the extent of adjustment to the Contract Price, the District shall notify the Contractor in writing of the same; the Contractor shall be deemed to have accepted the District's determination of the amount of adjustment to the Contract Price on account of a Change to the Work unless Contractor shall notify the District, in writing, not more than fifteen (15) days from the date of the District's written notice, of any objection to the District's determination. Failure of the Contractor to timely notify the District of Contractor's objections to the District's determination of the extent of adjustment to the Contract Price shall be deemed Contractor's acceptance of the District's determination and a waiver of any right or basis of the Contractor to thereafter protest or otherwise object to the District's determination. Notwithstanding any objection of the Contractor to the District's determination of the extent of any adjustment to the Contract Price pursuant to this provision, Contractor shall diligently proceed to perform and complete any such Change.

17.11. Deductive Change Orders

If Contractor offers a proposed amount for a deductive Change Order(s), Contractor shall include a minimum of five percent (5%) total overhead and profit to be deducted with the amount of the work of the Change Order(s). If Subcontractor work is involved, Subcontractors shall also include a minimum of five percent (5%) overhead and profit to be deducted with the amount of its deducted work, for a total

minimum of ten percent (10%) total overhead and profit to be deducted. Any deviation from this provision shall not be allowed.

17.12. Discounts, Rebates and Refunds

For purposes of determining the cost, if any, of any change, addition, or omission to the Work hereunder, all trade discounts, rebates, refunds, and all returns from the sale of surplus materials and equipment shall accrue and be credited to the Contractor, and the Contractor shall make provisions so that such discounts, rebates, refunds, and returns may be secured, and the amount thereof shall be allowed as a reduction of the Contractor's cost in determining the actual cost of construction for purposes of any change, addition, or omission in the Work as provided herein.

17.13. Accounting Records

With respect to portions of the Work performed by Change Orders, Unilateral Change Orders, or Force Account Directives, Contractor shall keep and maintain cost-accounting records satisfactory to the District, which shall be available to the District on the same terms as any other books and records Contractor is required to maintain pursuant to the Contract Documents.

17.14. Notice Required

If Contractor is seeking an adjustment in the Contract Price, or any extension in the Contract Time for Completion, it shall notify District pursuant to the provisions of the Contract Documents. No adjustment in the Contract Price or Contract Time shall be considered unless made in accordance with the Contract Documents. Contractor shall proceed to execute the Work even though the adjustment may not have been agreed upon. Any change in the Contract Price or extension of the Contract Time resulting from such contract adjustment shall only be authorized by a Change Order.

17.15. Applicability to Subcontractors

Any requirements under this Article shall be equally applicable to Change Orders, Unilateral Change Orders, or Force Account Directives issued to Subcontractors by the Contractor to the extent as required by the Contract Documents.

17.16. Alteration to Change Order Language

Contractor shall not alter Change Orders or reserve time in Change Orders. Contractor shall execute finalized Change Orders and proceed under the provisions herein with proper notice.

17.17. Failure of Contractor to Execute Change Order

Contractor shall be in default of the Contract if Contractor fails to execute a Change Order when the Contractor agrees with the addition and/or deletion of the Work in that Change Order.

18. REQUEST FOR INFORMATION

18.1. Any Request for Information ("RFI") shall reference all applicable Contract Document(s), including Specification section(s), detail(s), page number(s), drawing number(s), and sheet number(s), etc. Contractor shall make suggestions and interpretations of the issue raised by each RFI. An RFI cannot modify the Contract Price, Contract Time, or the Contract Documents.

18.2. Contractor shall be liable to the District for all costs incurred by the District associated with the processing, reviewing, evaluating and responding to any RFI, including without limitation, fees of the Architect and any other design consultant to the Architect or the District, that District reasonably

determines:

18.2.1. Does not reflect adequate or competent supervision or coordination by the Contractor or any Subcontractor; or

18.2.2. Does not reflect the Contractor's adequate or competent knowledge of the requirements of the Work or the Contract; or

18.2.3. Requests an interpretation or decision of a matter where the information sought is equally available to the Contractor; or

18.2.4. Is not justified for any other reason.

18.3. Prior to submitting the RFI, Contractor shall diligently review the Contract Documents for information responsive to the RFI, including information incorporated by reference. Contractor should not issue an RFI regarding information contained in or inferable from the Contract Documents, including information incorporated by reference. An RFI is invalid if the RFI response is contained in or inferable from the Contract Documents.

18.4. Contractor shall be responsible for preparing and submitting each RFI so as to not cause delay to the progress of the Work nor to cause any impact to the Contractor's labor productivity. An RFI may be considered untimely if not submitted within **Forty Eight (48) hours** of receipt from a Contractor's subcontractor. Untimely submission of any RFI will preclude Contractor from asserting any claims for delay or for labor impact against the District.

18.5. If the Contractor fails to timely notify the Architect in writing of any Conditions encountered and the Contractor proceeds to perform any portion of the Work containing or affected by such Conditions the Contractor shall bear all costs associated with or required to correct, remove, or otherwise remedy any portion of the Work affected thereby without adjustment of the Contract Time or the Contract Price. In requesting information of the District to address and resolve any conditions, the Contractor shall act with promptness in submitting any written request so as to allow the District a reasonable period of time to review, evaluate and respond to any request, taking into account the then current status of the progress and completion of the Work and the actual or potential impact of any conditions upon the completion of the Work within the Contract Time. The Contract Time shall not be subject to adjustment in the event that the Contractor shall fail to timely request information from the District.

19. PAYMENTS

19.1. Contract Price

19.1.1. The Contract Price is stated in the Agreement and, including authorized adjustments, is the total amount payable by the District to the Contractor for performance of the Work pursuant to the Contract Documents. If all or a portion of the Project is being funded by funds requiring approval by the State Allocation Board (SAB), payment may be subject to that approval being received, funding by the SAB, and funds being released by the Office of Public School Construction (OPSC).

19.2. Applications for Progress Payments

19.2.1. Procedure for Applications for Progress Payments

19.2.1.1. Application for Progress Payment

19.2.1.1.1. Not before the fifth (5th) day of each calendar month during the progress of the Work, Contractor shall submit to the District and the Architect an itemized Application for

Payment for Work completed in accordance with the Schedule of Values. The Application for Payment shall be notarized, if required, and supported by the following or each portion thereof unless waived by the District in writing:

- 19.2.1.1.1.1. The amount paid to the date of the Application for Payment to the Contractor, to all its Subcontractors, and all others furnishing labor, material, or equipment for its Contract;
- 19.2.1.1.1.2. The amount being requested by the Application for Payment by the Contractor on its own behalf and separately stating the amount requested on behalf of each of the Subcontractors and all others furnishing labor, material, and equipment under the Contract;
- 19.2.1.1.1.3. The balance that will be due to each of the entities after payment is made;
- 19.2.1.1.1.4. A certification that the As-Built Drawings and annotated Specifications are current;
- 19.2.1.1.1.5. An Itemized breakdown of Work performed;
- 19.2.1.1.1.6. An updated and acceptable construction schedule in conformance with the provisions herein;
- 19.2.1.1.1.7. The additions to and subtractions from the Contract Price and Contract Time;
- 19.2.1.1.1.8. A total of the retention held;
- 19.2.1.1.1.9. The material invoices, evidence of equipment purchases, rentals, and other support and details of cost as the District may require from time to time;
- 19.2.1.1.1.10. The percentage of completion of the Contractor's Work by line item;
- 19.2.1.1.1.11. The Schedule of Values updated from the preceding Application for Payment;
- 19.2.1.1.1.12. A duly completed and executed conditional waiver and release upon progress payment compliant with Civil Code section 8132 from each subcontractor of any tier and supplier to be paid from the current progress payment;
- 19.2.1.1.1.13. A duly completed and executed unconditional waiver and release upon progress payment compliant with Civil Code section 8134 from each subcontractor of any tier and supplier that was paid from the previous progress payment; and
- 19.2.1.1.1.14. A certification by the Contractor of the following:

The Contractor warrants title to all Work performed as of the date of this payment application. The Contractor further warrants that all Work performed as of the date of this payment application is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and equipment suppliers, workers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Work, except those of which the District has been informed.
- 19.2.1.1.1.15. If requested by the District, a third party, or as required by the California

Department of Industrial Relations, all requested or required certified payroll record ("CPR(s)") for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment.

19.2.1.1.2. Except as expressly provided for herein, no payments shall be made by the District on account of any item of the Work, including without limitation, materials or equipment that, at the time of the Contractor's submittal of an Application for Progress Payment, has/have not been incorporated into and made a part of the Work.

19.2.1.1.3. Contractor shall be subject to the False Claims Act set forth under Government Code section 12650 et seq., for information provided with any Application for Progress Payment.

19.2.2. Prerequisites for Progress Payments

19.2.2.1. First Payment Request: The following items, if applicable, must be completed before District will accept and/or process Contractor's first payment request:

- 19.2.2.1.1.** Installation of the Project sign;
- 19.2.2.1.2.** Installation of field office;
- 19.2.2.1.3.** Installation of temporary facilities and fencing;
- 19.2.2.1.4.** Schedule of Values;
- 19.2.2.1.5.** Contractor's Construction Schedule;
- 19.2.2.1.6.** Schedule of unit prices, if applicable;
- 19.2.2.1.7.** Submittal Schedule;
- 19.2.2.1.8.** Receipt by Architect of all submittals due as of the date of the payment application;
- 19.2.2.1.9.** Copies of necessary permits;
- 19.2.2.1.10.** Copies of authorizations and licenses from governing authorities;
- 19.2.2.1.11.** Initial progress report;
- 19.2.2.1.12.** Surveyor qualifications;
- 19.2.2.1.13.** Written acceptance of District's survey of rough grading, if applicable;
- 19.2.2.1.14.** List of all Subcontractors, with names, license numbers, telephone numbers, and Scope of Work;
- 19.2.2.1.15.** All bonds and insurance endorsements; and
- 19.2.2.1.16.** Resumes of Contractor's project manager, and if applicable, job site secretary, record documents recorder, and job site superintendent.

19.2.2.2. Second Payment Request: District will not process the second payment request until and unless all submittals and Shop Drawings have been accepted for review by the Architect.

19.2.2.3. No Waiver of Criteria: Any payment made to Contractor where criteria set forth herein have not been met shall not constitute a waiver of said criteria by District. The approval of any Application for Progress Payment or the disbursement of any Progress Payment to the Contractor shall not be deemed nor constitute acceptance of defective Work or Work not in conformity with the Contract Documents. Instead, such payment shall be construed as a good faith effort by District to resolve differences so Contractor may pay its Subcontractors and suppliers. Contractor agrees that failure to submit such items may constitute a material breach of the Contract by Contractor and may subject Contractor to termination.

19.3. Progress Payments

19.3.1. District's Approval of Application for Payment

19.3.1.1. Upon receipt of an Application for Payment, District shall act in accordance with the following:

19.3.1.1.1. Each Application for Payment shall be reviewed by the District as soon as practicable after receipt for the purpose of determining that the Application for Payment is a proper Application for Payment.

19.3.1.1.2. Any Application for Payment determined not to be a proper Application for Payment suitable for payment shall be returned to the Contractor as soon as practicable, but not later than seven (7) days, after receipt. An Application for Payment returned pursuant to this paragraph shall be accompanied by a document setting forth in writing the reasons why the Application for Payment is not proper. The number of days available to the District to make a payment without being subject to any applicable statute regarding prompt payment or interest accrual, shall be reduced by the number of days by which the District exceeds this seven-day return requirement.

19.3.1.1.3. An approved Application for Payment shall be considered payable if funds are available for payment after the deduction of amounts allowed by law and/or pursuant to the section herein entitled "Decisions to Withhold Payment,"

19.3.1.2. The District's review of the Contractor's Application for Payment will be based on the District's and the Architect's observations at the Site and the data comprising the Application for Payment that the Work has progressed to the point indicated and that, to the best of the District's and the Architect's knowledge, information, and belief, the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to:

19.3.1.2.1. Observation of the Work for general conformance with the Contract Documents,

19.3.1.2.2. Results of subsequent tests and inspections,

19.3.1.2.3. Minor deviations from the Contract Documents correctable prior to Completion, and

19.3.1.2.4. Specific qualifications expressed by the Architect.

19.3.1.3. District's approval of each Application for Payment shall be based on Contractor complying with all requirements for a fully complete and valid Application for Payment.

19.3.2. Payments to Contractor

19.3.2.1. Within thirty (30) days after District's receipt of each undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The value of the Work completed shall be Contractor's best estimate. No inaccuracy or error in Contractor's estimate shall operate to release the Contractor, or any Surety upon any bond, from damages arising from such Work, or from the District's right to enforce each and every provision of this Contract, and the District shall have the right subsequently to correct any error made in any estimate for payment.

19.3.2.2. District shall withhold five percent (5%) retention from all Progress Payments.

19.3.2.3. District may withhold ten percent (10%) retention from all Progress Payments pursuant to Public Contract Code section 7201, if the Project is determined to be "substantially complex."

19.3.2.4. The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for Work performed, so long as any lawful or proper direction given by the District concerning the Work, or any portion thereof, remains incomplete.

19.3.2.5. In accordance with Public Contract Code §20104.50, in the event that the District shall fail to make any Progress Payment within thirty (30) days after receipt of an undisputed and properly submitted Application for Progress Payment, the District shall pay the Contractor interest on the undisputed amount of such Application for Progress Payment equal to the legal rate of interest set forth in California Code of Civil Procedure §685.010(a).

19.3.3. No Waiver

No payment by District hereunder shall be interpreted so as to imply that District has inspected, approved, or accepted any part of the Work. Notwithstanding any payment, the District may enforce each and every provision of this Contract. The District may correct or require correction of any error subsequent to any payment.

19.3.4. Warranty of Title

19.3.4.1. If a lien or a claim based on a stop notice or stop payment notice of any nature should at any time be filed against the Work or any District property, by any entity that has supplied material or services at the request of the Contractor, Contractor and Contractor's Surety shall promptly, on demand by District and at Contractor's and Surety's own expense, take any and all action necessary to cause any such lien or a claim based on a stop notice or stop payment notice to be released or discharged immediately therefrom.

19.3.4.2. If the Contractor fails to furnish to the District within ten (10) calendar days after demand by the District, satisfactory evidence that a lien or a claim based on a stop notice or stop payment notice has been so released, discharged, or secured, the District may discharge such indebtedness and deduct the amount required therefore, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by District from any sum payable to Contractor pursuant to the Contract.

19.4. Decisions to Withhold Payment

19.4.1. Reasons to Withhold Payment

District may withhold payment in whole, or in part, to the extent reasonably necessary to protect the District if, in the District's opinion, the representations to the District required herein cannot be

made. District may withhold payment, in whole, or in part, to such extent as may be necessary to protect the District from loss because of, but not limited to:

- 19.4.1.1.** Defective Work not remedied within **FORTY-EIGHT (48)** hours of written notice to Contractor;
- 19.4.1.2.** Stop notices, stop payment notices or other liens served upon the District as a result of the Contract;
- 19.4.1.3.** Liquidated damages assessed against the Contractor;
- 19.4.1.4.** The cost to complete the Work if there exists reasonable doubt that the Work can be completed for the unpaid balance of the Contract Price or by the Completion Date;
- 19.4.1.5.** Damage to the District or other contractor(s);
- 19.4.1.6.** Unsatisfactory performance of the Work by Contractor;
- 19.4.1.7.** Failure to store and properly secure materials;
- 19.4.1.8.** Failure of the Contractor to submit, on a timely basis, proper, sufficient, and acceptable documentation required by the Contract Documents, including, without limitation, a Construction Schedule, Schedule of Submittals, Schedule of Values, Monthly Progress Schedules, Shop Drawings, Product Data and samples, Proposed product lists, executed Change Orders, and/or verified reports;
- 19.4.1.9.** Failure of the Contractor to maintain As-Built Drawings;
- 19.4.1.10.** Erroneous estimates by the Contractor of the value of the Work performed, or other false statements in an Application for Payment;
- 19.4.1.11.** Unauthorized deviations from the Contract Documents;
- 19.4.1.12.** Failure of the Contractor to perform the Work in a timely manner in compliance with the Construction Schedule, established progress schedules, and/or completion dates;
- 19.4.1.13.** If requested by the District, or the failure to provide to the DIR, certified payroll records acceptable to the District and the DIR for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment;
- 19.4.1.14.** Failure to properly pay prevailing wages as defined in Labor Code sections 1720 et seq. and/or failure to comply with any other Labor Code requirements;
- 19.4.1.15.** Failure to properly maintain or clean up the Site;
- 19.4.1.16.** Failure to timely indemnify, defend or hold harmless the District;
- 19.4.1.17.** Any payments due to the District, including but not limited to payments for failed tests, utilities changes, or permits;
- 19.4.1.18.** Failure to pay Subcontractor(s) or supplier(s) as required by law and by the Contract Documents;
- 19.4.1.19.** Failure to pay any royalty, license or similar fees;

19.4.1.20. Failure of the Contractor to submit on a timely basis all Closeout Documentation in a manner and form that is proper, sufficient, and reasonably acceptable to the District, and to not cause a delay in the Completion or approval of the Project; or

19.4.1.21. Failure to perform any implementation and/or monitoring required by any SWPPP for the Project and/or the imposition of any penalties or fines imposed therefore against Contractor or District.

19.4.1.22. Payment is delayed due to an audit inquiry by the State, the County Office of Education, the County, or any entity with jurisdiction related to the Project.

19.4.1.23. Contractor is otherwise in breach, default or in substantial violation of any provision of the Contract;

19.4.2. Reallocation of Withheld Amounts

19.4.2.1. District may, in its discretion, apply any withheld amount to pay outstanding claims or obligations as defined herein. In so doing, District shall make such payments on behalf of Contractor. If any payment is so made by District, then that amount shall be considered a payment made pursuant to the Contract and District shall not be liable to Contractor for any payment made in good faith. These payments may be made without prior judicial determination of claim or obligation. District will render Contractor an accounting of funds disbursed on behalf of Contractor.

19.4.2.2. If Contractor defaults or neglects to perform the Work in accordance with the Contract Documents or fails to perform any provision thereof, District may, after **FORTY-EIGHT (48)** hours written notice to the Contractor and, without prejudice to any other remedy, make good such deficiencies. District shall adjust the total Contract Price by reducing the amount thereof by the cost of making good such deficiencies. If District deems it inexpedient to correct Work that is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract Price (of at least one hundred twenty-five percent (125%) of the estimated reasonable value of the nonconforming Work) shall be made therefor.

19.4.3. Payment After Cure

When Contractor cures the grounds for declining approval, payment shall be made for amounts so withheld. No interest shall be paid on any retention or amounts withheld due to the failure of the Contractor to perform in accordance with the terms and conditions of the Contract Documents.

19.5. Subcontractor Payments

19.5.1. Payments to Subcontractors. No later than seven (7) days after receipt, or pursuant to Business and Professions Code section 7108.5 and Public Contract Code section 7107, the Contractor shall pay to each Subcontractor, out of the amount paid to the Contractor on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled. Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to its Sub-subcontractors in a similar manner.

19.5.2. No Obligation of District for Subcontractor Payment. District shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.

19.5.3. Joint Checks. District shall have the right in its sole discretion, if necessary for the protection of the District, to issue joint checks made payable to the Contractor and Subcontractors and material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. In no event shall any joint check payment be construed

to create any contract between the District and a Subcontractor of any tier, any obligation from the District to such Subcontractor, or rights in such Subcontractor against the District.

20. COMPLETION OF THE WORK

20.1. Completion

20.1.1. The Project may only be accepted by action of the governing board of the District.

20.1.2. District shall accept the Project and may have a Notice of Completion recorded when Project Completion has been achieved in accordance with the Contract Documents and to the satisfaction of District. For purposes of the payment of Retention, Completion is defined in Public Contract Code section 7107. For purposes of the timely filing of Stop Payment Notices, Completion is defined in California Civil Code section 9200, et seq.

20.1.3. Although there is no “substantial completion” for this Project, the District, at its sole option, may accept the Project and record a Notice of Completion when Project Completion has been completed to the satisfaction of District, except for minor corrective items, as distinguished from incomplete items. If Contractor fails to complete all minor corrective items within thirty-five (35) days after the date of the District’s acceptance of the Project, District shall withhold from the final payment one hundred fifty percent (150%) of an estimate of the amount sufficient to complete the corrective items, as determined by District, until the item(s) are completed.

20.1.4. At the end of the thirty-five (35) day period, if there are any items remaining to be corrected, District may elect to proceed as provided herein related to adjustments to Contract Price, and/or District’s right to perform the Work of the Contractor.

20.2. Closeout Procedures

20.2.1. Punch List

Contractor shall notify the Architect when Contractor considers the Work complete. Upon notification, Architect will prepare a list of minor items to be completed or corrected (“Punch List”). Contractor and/or its Subcontractors shall proceed promptly to complete and correct items on the Punch List. Failure to include an item on Punch List does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

20.2.2. Closeout Requirements

20.2.2.1. Utility Connections

Buildings shall be connected to water, gas, sewer, and electric services, complete and ready for use. Service connections shall be made and existing services reconnected.

20.2.2.2. As-Built Drawings

20.2.2.2.1. In addition to its requirement to provide monthly As-Built Drawings to the District, the Contractor shall provide a final set of As-Built Drawings, sometimes referred to as “Record Drawings,” showing all of the Work as actually constructed upon Completion of the Project as indicated in the Specifications.

20.2.2.2.2. Contractor is liable and responsible for any and all inaccuracies in the As-Built Drawings, even if inaccuracies become evident at a future date.

20.2.2.2.3. Upon Completion of the Work and as a condition precedent to approval of final payment, Contractor shall obtain the Inspector's approval of the final set of As-Built Drawings.

20.2.2.3. Operations & Maintenance Manuals: Contractor shall prepare all operation and maintenance manuals and date as indicated in the Specifications.

20.2.2.4. Closeout Documentation: Contractor shall provide all Closeout Documentation, which shall include the following, without limitation:

20.2.2.4.1. A full set of final As-Built Drawings, as further defined herein.

20.2.2.4.2. All Operations & Maintenance Manuals and information, as further defined herein.

20.2.2.4.3. All Warranties, as further defined herein.

20.2.2.4.4. Verified report(s) for all scope(s) of work (DSA 6-C, Rev 03/22/13, or more recent revision if available).

20.3. Final Inspection

20.3.1. Contractor shall comply with Punch List procedures as provided herein, and maintain the presence of a Project Superintendent and Project Manager until the Punch List is complete to ensure proper and timely completion of the Punch List. Under no circumstances shall Contractor demobilize its forces prior to completion of the Punch List. Upon receipt of Contractor's written notice that all of the Punch List items have been fully completed and the Work is ready for final inspection and acceptance, Architect and Project Inspector will inspect the Work and shall submit to Contractor and District a final inspection report noting the Work, if any, required in order to complete in accordance with the Contract Documents. Absent unusual circumstances, this report shall consist of the Punch List items not yet satisfactorily completed.

20.3.2. Upon Contractor's completion of all items on the Punch List and any other uncompleted portions of the Work, the Contractor shall notify the District and Architect, who shall again inspect such Work. If the Architect finds the Work complete and acceptable under the Contract Documents, the Architect will notify Contractor, who shall then jointly submit to the Architect and the District its final Application for Payment.

20.3.3. Final Inspection Requirements

20.3.3.1. Before calling for final inspection, Contractor shall determine that the following have been performed:

20.3.3.1.1. The Work has been completed.

20.3.3.1.2. All life safety items are completed and in working order.

20.3.3.1.3. Mechanical and electrical Work are complete and tested, fixtures are in place, connected, and ready for tryout.

20.3.3.1.4. Electrical circuits scheduled in panels and disconnect switches labeled.

20.3.3.1.5. Painting and special finishes complete.

20.3.3.1.6. Doors complete with hardware, cleaned of protective film, relieved of sticking

or binding, and in working order.

20.3.3.1.7. Tops and bottoms of doors sealed.

20.3.3.1.8. Floors waxed and polished as specified.

20.3.3.1.9. Broken glass replaced and glass cleaned.

20.3.3.1.10. Grounds cleared of Contractor's equipment, raked clean of debris, and trash removed from Site.

20.3.3.1.11. Work cleaned, free of stains, scratches, and other foreign matter, of damaged and broken material replaced.

20.3.3.1.12. Finished and decorative work shall have marks, dirt, and superfluous labels removed.

20.3.3.1.13. Final cleanup, as provided herein.

20.4. Costs of Multiple Inspections

More than two (2) requests of the District to make a final inspection shall be considered an additional service of District, Architect, Construction Manager, and/or Project Inspector, and all subsequent costs will be invoiced to Contractor and if funds are available, withheld from remaining payments.

20.5. Partial Occupancy or Use Prior to Completion

20.5.1. District's Rights to Occupancy. The District may occupy or use any completed or partially completed portion of the Work at any stage. Neither the District's Final Acceptance, the making of Final Payment, any provision in Contract Documents, nor the use or occupancy of the Work, in whole or in part, by District shall constitute acceptance of Work not in accordance with the Contract Documents nor relieve the Contractor or the Contractor's Performance Bond Surety from liability with respect to any warranties or responsibility for faulty or defective Work or materials, equipment and workmanship incorporated therein. The District and the Contractor shall agree in writing to the responsibilities assigned to each of them for payments, security, maintenance, heat, utilities, damage to the Work, insurance, the period for correction of the Work, and the commencement of warranties required by the Contract Documents. Any dispute as to responsibilities shall be resolved pursuant to the Claims and Disputes provisions herein, with the added provision that during the dispute process, the District shall have the right to occupy or use any portion of the Work that it needs or desires to use.

20.5.2. Inspection Prior to Occupancy or Use. Immediately prior to partial occupancy or use, the District, the Contractor, and the Architect shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

20.5.3. No Waiver. Unless otherwise agreed upon, partial or entire occupancy or use of a portion or portions of the Work shall not constitute beneficial occupancy or acceptance of the Work not complying with the requirements of the Contract Documents.

21. FINAL PAYMENT AND RETENTION

21.1. Final Payment

21.1.1. Upon receipt and approval of a valid and final Application for Payment, the Architect will issue a final Certificate of Payment or similar document indicating Architect's agreement that the Project has

reached Completion. The District shall thereupon jointly inspect the Work and either accept the Work as complete or notify the Architect and the Contractor in writing of reasons why the Work has not reached Completion to the satisfaction of the District.

21.1.2. Upon acceptance of the Work of the Contractor as having reached Completion to the satisfaction of the District (that, absent unusual circumstances, will occur when the Punch List items have been satisfactorily completed), the District may record a Notice of Completion with the County Recorder, and the Contractor shall, upon receipt of final payment from the District, pay all the amount(s) due to its Subcontractors.

21.2. Prerequisites for Final Payment

The following conditions must be fulfilled prior to Final Payment:

21.2.1. A full and final waiver or release of all stop notices and stop payment notices in connection with the Work shall be submitted by Contractor, including a release of stop notice or stop payment notice in recordable form, together with (to the extent permitted by law) a copy of the full and final release of all stop notice or stop payment notice rights.

21.2.2. A duly completed and executed conditional waiver and release upon final payment compliant with Civil Code section 8136 from each subcontractor of any tier and supplier to be paid from the current progress payment;

21.2.3. A duly completed and executed unconditional waiver and release upon final payment compliant with Civil Code section 8138 from each subcontractor of any tier and supplier that was paid from the previous progress payment; and

21.2.4. Contractor shall have made all corrections to the Work that are required to remedy any defects therein, to obtain compliance with the Contract Documents or any requirements of applicable codes and ordinances, or to fulfill any of the orders or directions of District required under the Contract Documents.

21.2.5. Each Subcontractor shall have delivered to the Contractor all written guarantees, warranties, applications, and bonds required by the Contract Documents for its portion of the Work.

21.2.6. Contractor must have completed all requirements set forth under "Closeout Procedures," including, without limitation, submission of an approved set of complete Record Drawings.

21.2.7. Architect shall have issued its written approval that final payment can be made.

21.2.8. Contractor shall have delivered to the District all manuals and materials required by the Contract Documents.

21.2.9. Contractor shall have completed final clean up as provided herein.

21.3. Retention

21.3.1. The retention, less any amounts disputed by the District or that the District has the right to withhold pursuant to provisions herein, shall be paid:

21.3.1.1. After approval of the District by the Architect's Certificate of Payment;

21.3.1.2. After the satisfaction of the conditions set forth herein;

21.3.1.3. Within sixty (60) days after Completion;

21.3.1.4. No earlier than thirty-five (35) days of the recording of the Notice of Completion by District, if a Notice of Completion is recorded by the District.

21.3.2. No interest shall be paid on any retention, or on any amounts withheld due to a failure of the Contractor to perform, in accordance with the terms and conditions of the Contract Documents, except as provided to the contrary in any Escrow Agreement between the District and the Contractor pursuant to Public Contract Code section 22300.

21.4. Substitution of Securities

The District will permit the substitution of securities in accordance with the provisions of Public Contract Code section 22300.

21.5. Claims Asserted After Final Payment

Any lien, stop payment notice or other claim filed or asserted after the Contractor's acceptance of the Final Payment by any Subcontractor, of any tier, laborer, Material Supplier or others in connection with or for Work performed under the Contract Documents shall be the sole and exclusive responsibility of the Contractor pursuant to the indemnification obligations of the Contract Documents. In the event any lien, stop payment notice or other claim of any Subcontractor, Laborer, Material Supplier or others performing Work under the Contract Documents remain unsatisfied after Final Payment is made, Contractor shall refund to District all monies that the District may pay or be compelled to pay in discharging any lien, stop payment notice or other claim, including, without limitation all costs and reasonable attorneys' fees incurred by District in connection therewith.

22. UNCOVERING WORK, CORRECTION OF WORK AND RIGHT TO TAKEOVER WORK

22.1. Uncovering of Work

If a portion of the Work is covered without Project Inspector or Architect approval or not in compliance with the Contract Documents, it must, if required in writing by the District, the Project Inspector, or the Architect, be uncovered for the Project Inspector's or the Architect's observation and be replaced at the Contractor's expense without change in the Contract Price or Contract Time.

22.2. Rejection of Work

Prior to the District's Acceptance of the Work, any Work or materials or equipment forming a part of the Work or incorporated into the Work that is defective or not in conformity with the Contract Documents may be rejected by the District, the Architect or the Project Inspector and the Contractor shall correct all rejected Work without any adjustment to the Contract Price or the Contract Time, even if the Work, materials or equipment have been previously inspected by the Architect or the Project Inspector or even if they failed to observe the defective or non-conforming Work, materials or equipment.

22.3. Nonconforming Work

22.3.1. Contractor shall promptly remove from Premises all Work identified by District as failing to conform to the Contract Documents whether incorporated or not. Contractor shall promptly replace and re-execute its own Work to comply with the Contract Documents without additional expense to the District and shall bear the expense of making good all work of other contractors destroyed or damaged by any removal or replacement pursuant hereto and/or any delays to the District or other Contractors caused thereby.

22.3.2. If Contractor does not remove Work that District has identified as failing to conform to the Contract Documents within a reasonable time, not to exceed **FORTY-EIGHT (48)** hours, District may

remove it and may store any material at Contractor's expense. If Contractor does not pay expense(s) of that removal within ten (10) days' time thereafter, District may, upon ten (10) days' written notice, sell any material at auction or at private sale and shall deduct all costs and expenses incurred by the District and/or District may withhold those amounts from payment(s) to Contractor.

22.4. Correction of Work

22.4.1. Correction of Rejected Work. Pursuant to the notice provisions herein, the Contractor shall promptly correct the Work rejected by the District, the Architect, or the Project Inspector as failing to conform to the requirements of the Contract Documents, whether observed before or after Completion and whether or not fabricated, installed, or completed. The Contractor shall bear costs of correcting the rejected Work, including additional testing, inspections, and compensation for the Inspector's or the Architect's services and expenses made necessary thereby.

22.4.2. One-Year Warranty Corrections. If, within one (1) year after the date of Completion of the Work or a designated portion thereof, or after the date for commencement of warranties established hereunder, or by the terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of written notice from the District to do so. This period of one (1) year shall be extended with respect to portions of the Work first performed after Completion by the period of time between Completion and the actual performance of the Work. This obligation hereunder shall survive acceptance of the Work under the Contract and termination of the Contract. The District shall give such notice promptly after discovery of the condition.

22.5. District's Right to Takeover Work

22.5.1. If the Contractor should neglect to prosecute the Work properly or fail to perform any provisions of this Contract, the District, after **FORTY-EIGHT (48)** hours written notice to the Contractor, may, without prejudice to any other remedy it may have, make good such deficiencies and may deduct the cost thereof from the payment then or thereafter due the Contractor.

22.5.2. If it is found at any time, before or after Completion of the Work, that Contractor has varied from the Drawings and/or Specifications, including, but not limited to, variation in material, quality, form, or finish, or in the amount or value of the materials and labor used, District may require at its option:

22.5.2.1. That all such improper Work be removed, remade or replaced, and all work disturbed by these changes be made good by Contractor at no additional cost to the District;

22.5.2.2. That the District deduct from any amount due Contractor the sum of money equivalent to the difference in value between the work performed and that called for by the Drawings and Specifications; or

22.5.2.3. That the District exercise any other remedy it may have at law or under the Contract Documents, including but not limited to the District hiring its own forces or another contractor to replace the Contractor's nonconforming Work, in which case the District shall either issue a deductive Change Order, a Unilateral Change Order, or invoice the Contractor for the cost of that work. Contractor shall pay any invoices within thirty (30) days of receipt of same or District may withhold those amounts from payment(s) to Contractor.

22.5.3. Acceptance of Defective or Non-Conforming Work. The District may, in its sole and exclusive discretion, elect to accept Work that is defective or that is not in accordance with the requirements of the Contract Documents, instead of requiring its removal and correction, in which case the Contract Price shall be reduced as appropriate and equitable.

23. TERMINATION AND SUSPENSION

23.1. District's Right to Terminate Contractor for Cause

23.1.1. Grounds for Termination. The District, in its sole discretion, may terminate the Contract and/or terminate the Contractor's right to perform the work of the Contract based upon the following:

23.1.1.1. Contractor refuses or fails to execute the Work or any separable part thereof with sufficient diligence as will ensure its completion within the time specified or any extension thereof, or

23.1.1.2. Contractor fails to complete said Work within the time specified or any extension thereof, or

23.1.1.3. Contractor persistently fails or refused to perform Work or provide material of sufficient quality as to be in compliance with Contract Documents; or

23.1.1.4. Contractor files a petition for relief as a debtor, or a petition is filed against the Contractor without its consent, and the petition not dismissed within sixty (60) days; or

23.1.1.5. Contractor makes a general assignment for the benefit of its creditors, or a receiver is appointed on account of its insolvency; or

23.1.1.6. Contractor persistently or repeatedly refuses fails, except in cases for which extension of time is provided, to supply enough properly skilled workers or proper materials to complete the Work in the time specified; or

23.1.1.7. Contractor fails to make prompt payment to Subcontractors, or for material, or for labor; or

23.1.1.8. Contractor persistently disregards laws, or ordinances, or instructions of District; or

23.1.1.9. Contractor fails to supply labor, including that of Subcontractors, that can work in harmony with all other elements of labor employed or to be employed on the Work; or

23.1.1.10. Contractor or its Subcontractor(s) is/are otherwise in breach, default, or in substantial violation of any provision of this Contract.

23.1.2. Notification of Termination

23.1.2.1. Upon the occurrence at District's sole determination of any of the above conditions, District may, without prejudice to any other right or remedy, serve written notice upon Contractor and its Surety of District's termination of this Contract and/or the Contractor's right to perform the work of the Contract. This notice will contain the reasons for termination. Unless, within three (3) days after the service of the notice, any and all condition(s) shall cease, and any and all violation(s) shall cease, or arrangement satisfactory to District for the correction of the condition(s) and/or violation(s) be made, this Contract and/or the Contractor's right to perform the Work shall cease and terminate. Upon termination, Contractor shall not be entitled to receive any further payment until the entire Work is finished.

23.1.2.2. Upon termination, District may immediately serve written notice of tender upon Surety whereby Surety shall have the right to takeover and perform this Contract only if Surety:

23.1.2.2.1. Within three (3) days after service upon it of the notice of tender, gives District written notice of Surety's intention to takeover and perform this Contract; and

23.1.2.2.2. Commences performance of the Contract within seven (7) days from date of serving of its notice to District.

23.1.2.3. If Surety fails to notify District or begin performance as indicated herein, District may takeover the Work and execute the Work to completion by any method it may deem advisable at the expense of Contractor and/or its Surety. Contractor and/or its Surety shall be liable to District for any excess cost or other damages the District incurs thereby. Time is of the essence in the Contract. If the District takes over the Work as herein provided, District may, without liability for so doing, take possession of and utilize in completing the Work such materials, appliances, plan, and other property belonging to Contractor as may be on the Site of the Work, in bonded storage, or previously paid for.

23.1.2.4. Conversion to Termination for Convenience. In the event the Contract is terminated under this "District's Right to Terminate Contractor for Cause" section and it is finally determined by an arbitrator, court, jury or other tribunal having jurisdiction, for any reason, that the Contractor was not in default under the provisions hereof or that the District's exercise of its rights under this section was defective, deficient, ineffective, invalid or improper for any reason, the termination shall be deemed a termination for convenience of the District under the "Termination of Contractor for Convenience" section herein and thereupon, the rights and obligations of the District and the Contractor shall be determined in accordance with the "Termination of Contractor for Convenience" section herein.

23.1.3. Effect of Termination

23.1.3.1. Contractor shall, only if ordered to do so by the District, immediately remove from the Site all or any materials and personal property belonging to Contractor that have not been incorporated in the construction of the Work, or which are not in place in the Work. District retains the right, but not the obligation, to keep and use any materials and personal property belonging to Contractor that have not been incorporated in the construction of the Work, or which are not in place in the Work. Contractor and its Surety shall be liable upon the performance bond for all damages caused the District by reason of the Contractor's failure to complete the Contract.

23.1.3.2. In the event that the District shall perform any portion of, or the whole of the Work, pursuant to the provisions of the General Conditions, the District shall not be liable nor account to the Contractor in any way for the time within which, or the manner in which, the Work is performed by the District or for any changes the District may make in the Work or for the money expended by the District in satisfying claims and/or suits and/or other obligations in connection with the Work.

23.1.3.3. In the event that the Contract is terminated for any reason, no allowances or compensation will be granted for the loss of any anticipated profit by the Contractor or any impact or impairment of Contractor's bonding capacity.

23.1.3.4. If the expense to the District to finish the Work exceeds the unpaid Contract Price, Contractor and Surety shall pay difference to District within twenty-one (21) days of District's request.

23.1.3.5. Assignment and Assumption of Subcontracts. District shall have the right (but shall have no obligation) to assume and/or assign to a general contractor or construction manager or other third party who is qualified and has sufficient resources to complete the Work, the rights of the Contractor under its subcontracts with any or all Subcontractors. In the event of an assumption or assignment by the District, no Subcontractor shall have any claim against the District or third party for Work performed by Subcontractor or other matters arising prior to termination of the Contract. The District or any third party, as the case may be, shall be liable only for obligations to the Subcontractor arising after assumption or assignment. Should the District so elect, the Contractor shall execute and deliver all documents and take all steps, including the legal assignment of its contractual rights, as the District may require, for the purpose of fully vesting in the District the rights and benefits of it

Subcontractor under Subcontracts or other obligations or commitments. All payments due the Contractor hereunder shall be subject to a right of offset by the District for expenses and damages suffered by the District as a result of any default, acts, or omissions of the Contractor. Contractor must include this assignment provision in all of its contracts with its Subcontractors.

23.1.3.6. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to District.

23.2. Emergency Termination of Public Contracts Act of 1949

23.2.1. The Contract is subject to termination as provided by sections 4410 and 4411 of the Government Code of the State of California, being a portion of the Emergency Termination of Public Contracts Act of 1949.

23.2.1.1. Section 4410 of the Government Code states:

In the event a national emergency occurs, and public work, being performed by contract, is stopped, directly or indirectly, because of the freezing or diversion of materials, equipment or labor, as the result of an order or a proclamation of the President of the United States, or of an order of any federal authority, and the circumstances or conditions are such that it is impracticable within a reasonable time to proceed with a substantial portion of the work, then the public agency and the contractor may, by written agreement, terminate said contract.

23.2.1.2. Section 4411 of the Government Code states:

Such an agreement shall include the terms and conditions of the termination of the contract and provision for the payment of compensation or money, if any, which either party shall pay to the other or any other person, under the facts and circumstances in the case.

23.2.2. Compensation to the Contractor shall be determined at the sole discretion of District on the basis of the reasonable value of the Work done, including preparatory work. As an exception to the foregoing and at the District's discretion, in the case of any fully completed separate item or portion of the Work for which there is a separate previously submitted unit price or item on the accepted Schedule of Values, that price shall control. District, in its sole discretion, may adopt the Contract Price as the reasonable value of the Work performed or any portion thereof.

23.3. Termination of Contractor for Convenience

23.3.1. District in its sole discretion may terminate the Contract upon three (3) days written notice to the Contractor. Under a termination for convenience, the District retains the right to all the options available to the District if there is a termination for cause. In case of a termination for convenience, Contractor shall have no claims against the District except:

23.3.1.1. The actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and

23.3.1.2. Five percent (5%) of the total cost of work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) amount shall be full compensation for all Contractor's and its Subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits resulting from termination of the Contractor for convenience.

23.4. Suspension of Work

23.4.1. District may, without cause, order Contractor in writing to suspend, delay or interrupt the Project in whole or in part for such period of time as District may determine. When the District resumes the Project, the Parties will attempt to negotiate an adjustment in the Contract Price for increases or decreases in the cost of performance of the Project caused by suspense, delay or interruption. If the parties cannot agree on an adjusted Contract Price, the District may terminate the Contract as permitted herein.

23.4.2. In the event the District shall order suspension of the Work, an adjustment shall be made to the Contract Price for increases in the direct cost of performance of the Work of the Contract Documents, actually caused by suspension, delay or interruption ordered by the District; provided however that no adjustment of the Contract Price shall be made to the extent: (i) that performance is, was or would have been so suspended, delayed or interrupted by another cause for which the Contractor is responsible under the Contract Documents; or (ii) that an equitable adjustment is made or denied under another provision of the Contract Documents. The foregoing notwithstanding, any adjustment of the Contract Price shall not include any adjustment to increase the Contractor's overhead, general administrative costs or profit, all of which will remain as reflected in the Schedule of Values submitted by the Contractor pursuant to the Contract Documents. In the event of the District's suspension of the Work, the Contract Time shall be equitably adjusted.

23.5. Scope Reduction

In cases of suspension, partial or complete termination, or at the discretion of the District, the District reserves the right to unilaterally approve a deductive Change Order to reduce scope of work or perform work with other forces or its own forces.

24. CLAIMS RESOLUTION

24.1. Exclusive Remedy.

24.1.1. Compliance with the claim resolution process and timelines described in this Claims Resolution section as well as the notice provisions of the Contract are express conditions precedent to Contractor's right to commence litigation or arbitration, file a claim under the California Government Code, or commence any other legal action related to the Project ("Claims Resolution Process").

24.1.2. Contractor acknowledges that its failure, for any reason, to provide written notice and all required supporting documentation to permit the District's review and evaluation within the time frame required by this Claims Resolution Process, shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert, request, or demand any entitlement to an adjustment of the Contract Time or the contract Price on account of any instruction, request, drawings, specifications, action, condition, omission, default or other situation.

24.1.3. To the extent any provision(s) of this Claims Resolution Process conflict with or otherwise impair the timeframes and procedures of Public Contract Code section 9204, the provisions of Section 9204 shall control. If provisions of this Claims Resolution Process are supplementary and/or in addition to the requirements of Section 9204, but do not conflict with or otherwise impair the timeframes and procedures of Section 9204, the provisions of this Claims Resolution Process and the Contract shall control.

24.2. Performance during Claim Resolution Process.

The Contractor shall diligently proceed with Work on the Project at the same time that Claims are addressed under the Claims Resolution Process. It is the intent of District to resolve Claims with the Contractor as close to the events giving rise to the Claims as possible, and to avoid stale or late Claims and the late documenting of Claims. Contractor's failure to diligently proceed in accordance with the District's

instructions or the Contract terms will be considered a material breach of the Contract and a waiver of Contractor's rights under this Contract.

24.3. Waiver.

If Contractor fails to timely submit any written notices required under the terms of the Contract or in this Claims Resolution section, Contractor waives and releases its rights regarding further review of its Claim, unless Contractor and District mutually agree in writing to other time limits.

24.4. Intention.

The Claims Resolution Process required herein is intended to provide a concise mechanism for resolving Claims as they arise during the Project, while requiring accurate documentation related to contested issues as to those Claims that are not contemporaneously resolved.

24.5. Other Provisions.

If portions of the Contract, other than this Claims Resolution Process, establish a specific process regarding a specific subject, then that process shall govern and control the resolutions of any disagreements thereunder. Otherwise, the provisions in this Claims Resolution Process shall control the resolution of all Claims.

24.6. Claim Presentation

24.6.1. Claim: A claim is a written demand by Contractor (or by Contractor on behalf of a Subcontractor) that the Contractor must submit by **registered mail or certified mail return receipt requested** for:

24.6.1.1. An extension to the Contract Time, including relief from damages or penalties assessed by the District for delay;

24.6.1.2. Payment of money or damages arising from work done by, or on behalf of, the Contractor pursuant to the Contract and payment that is not otherwise expressly provided for in the Contract Documents or the Contractor is not otherwise entitled; or

24.6.1.3. Payment that is disputed by the District.

("Claim")

24.6.2. A PCO may be a Claim, but the Parties agree that a PCO shall only be a Claim if:

24.6.2.1. The District states in writing that it disagrees with the terms of a PCO and directs the Contractor to utilize the Claim Resolution Process, or

24.6.2.2. The District rejects in whole or in part a PCO and the Contractor states in writing that it is utilizing the Claim Resolution Process for the portion of the PCO that the District rejected.

24.7. Subcontractors.

24.7.1. Public Contract Code section 9204(d)(5) states that the Contractor may present to the District a Claim on behalf of a Subcontractor or lower tier Subcontractor. A Subcontractor may request in writing, either on his or her own behalf or on behalf of a lower tier Subcontractor, that the Contractor present a claim for Work which was performed by the Subcontractor or by a lower tier Subcontractor on behalf of the Subcontractor. The Subcontractor requesting that the Claim be presented to the District shall furnish reasonable documentation to support the Claim. Within 45 days of receipt of this written request, the

Contractor shall notify the Subcontractor in writing as to whether the Contractor presented the claim to the District and, if the Contractor did not present the Claim, provide the Subcontractor with a statement of the reasons for not having done so.

24.7.2. Contractor is responsible for providing this Claims Resolution Process to its Subcontractors and for ensuring that all Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor are informed of this Claims Resolution Process. No Claim submitted by any party that fails to follow the provisions of this Claims Resolution Process will be considered. Contractor shall indemnify, keep and hold harmless the District and its consultants, against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the failure to provide this Claims Resolution Process to its Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor.

24.7.3. Contractor Must Timely Identify, Present and Document Any Claim

24.7.3.1. Every Claim shall be stated with specificity in writing and signed by Contractor under penalty of perjury and presented to the District within ten (10) calendar days from the date Contractor discovers or reasonably should discover, that an act, error or omission of District, its agents or employees, or action, condition or other situation has occurred that may entitle Contractor to make a Claim. This shall include the Contractor's actual or constructive knowledge of any instruction, request, drawings, specifications, action, condition, omission, default or other situation for which the contractor believes there should an adjustment of the Contract Price or Contract Time. Contractor shall provide this writing even if Contractor has not yet been damaged, delayed, or incurred extra cost when Contractor discovers, or reasonably should discover, the act, error, omission, action, condition or situation giving rise to the incidents giving rise to the Claim. The writing shall:

24.7.3.1.1. Identify all of the issues, events, conditions, circumstances and/or causes giving rise to the Claim;

24.7.3.1.2. Identify all pertinent dates and/or durations and all actual and/or anticipated effects on the Contract Price, milestones and/or Contract Time adjustments; and

24.7.3.1.3. Identify in detail line-item costs if the Claim seeks money.

24.7.3.1.4. If the Claim involves extra work, a detailed cost breakdown of the amounts the Contractor is seeking, including actual cost records (including without limitation, payroll records, material and rental invoices and the like) demonstrating that those costs have actually been incurred. To the extent costs have not yet been incurred at the time the Claim is submitted, actual cost records must be submitted on a current basis not less than once a week during any periods costs are incurred. A cost record will be considered current if submitted within seven (7) days of the date the cost reflected in the record is incurred. At the request of District, extra costs may be subject to further verification procedures (such as having an inspector verify the performance of alleged extra work on a daily basis).

24.7.3.1.5. If the Claim involves an error or omission in the Contract Documents:

24.7.3.1.5.1. An affirmative representation under penalty of perjury by Contractor and any affected Subcontractors and suppliers that the error or omission was not discovered prior to submitting a proposal for the Work, and

24.7.3.1.5.2. A detailed statement demonstrating that the error or omission reasonably should not have been discovered, by Contractor, its Subcontractors and suppliers, prior to submitting a proposal for the Work.

24.7.3.1.6. If the Claim involves a request for additional compensation for escalation of materials costs, then this provision exclusively governs those request(s) by Contractor and the following are **all** conditions precedent to Contractor's submission of a Change Order Request or Claim for additional compensation for escalation of materials costs.

24.7.3.1.6.1. Contractor shall not be entitled to submit a request for compensation for escalation of materials unless the actual cost of materials exceeds ten percent (10%) of the **total** material costs on the Project.

24.7.3.1.6.2. The cost escalation is the result of unusual and unforeseeable market conditions not reasonably foreseeable at the time of award of the Contract and was not an escalated cost resulting from any action or inaction of the Contractor.

24.7.3.1.6.3. Contractor timely ordered and/or purchased the materials at issue.

24.7.3.1.6.4. Contractor's material costs were reasonable at the time of Contractor's bid for the Project.

24.7.3.1.6.5. Contractor demonstrates an actual increase in the cost of materials in its Contract Price at the time of award of the Contract and/or as reflected in Contractor's escrowed bid documents compared to Contractor's actual material payment cost paid either at time of purchase or delivery, whichever is earlier.

24.7.3.1.6.6. An actual year-to-date price increase has occurred and can be substantiated by the E.N.R. 20-City Average Material Cost Index for the material at issue that demonstrates the claim for an increase in price of the material at the time of delivery of the higher priced material to the Project.

24.7.3.2. The writing shall be accompanied by all documents substantiating Contractor's position regarding the Claim.

24.7.3.3. A Claim that asserts an effect on any schedule milestones and/or Contract Time shall include all pertinent scheduling data demonstrating the impact(s) on the critical path(s), milestone(s) and/or Contract Time.

24.7.3.4. Contractor agrees that it shall not base its damages, its calculations or its Claim on a "total cost" approach, a "modified total cost" approach or a "jury verdict method" approach.

24.7.4. Certification. Each copy of the Claim Documentation shall be certified by a responsible officer of the Contractor in accordance with the requirements of the Contract Documents. This certification shall be under penalty of perjury and must include the following language immediately above or before the Contractor's signature: "***I declare under penalty of perjury under the laws of the State of California that the information provided and statements made in this Claim are true and correct, substantiated and of merit.***" The Contractor acknowledges that this requirement is not a mere formality but is intended to ensure that the Contractor only submits Claims that it believes are true and correct, substantiated and have merit. Should Contractor fail to submit the foregoing written statement signed under penalty of perjury, Contractor waives and releases its Claim, including all rights and remedies in connection therewith. This certification must include a certification of any portion of the Claim from Subcontractor(s) or others who are asserting Claims by and through Subcontractors and/or the Contractor

24.7.5. District's Written Statement/Decision on Claim. The District shall issue a written statement/decision regarding the Claim to the Contractor within forty-five (45) days of receipt of the written Claim from the Contractor, or three (3) days after the District's first regular governing board meeting after that 45-day period if the District's governing board does not meet within that first 45-day

period. If the District fails to timely provide a written statement/decision regarding the Claim, the Claim shall be deemed rejected in its entirety.

24.7.6. Contractor Must Demand an Informal Meet and Confer Conference if Contractor Pursues Any Claim

24.7.6.1. FAILURE OF A CONTRACTOR TO TIMELY DEMAND A MEET AND CONFER CONFERENCE IS A WAIVER OF ITS RIGHT TO PURSUE ALL OR A PORTION OF ITS CLAIM.

24.7.6.2. Where There Is No Agreement: If there is no agreement between Contractor and the District on a Claim, then within ten (10) calendar days of the date of the District's written statement/decision in response to a Claim or PCO, if Contractor pursues that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested**, a meet and confer conference with District staff. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below.

24.7.6.3. Where There Is Partial Agreement: If Contractor and the District partially agree on a Claim but do not reach complete agreement, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to. For those issues not agreed to, if Contractor pursues those issues from that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested**, a meet and confer conference with District staff regarding those issues. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below, in connection with the District's rejection.

24.7.6.4. Meet and Confer Conference. District and Contractor shall schedule the meet and confer conference as soon as reasonably possible after Contractor's written demand for a meet and confer conference, but in no case later than thirty (30) days after Contractor's demand.

24.7.6.5. District's Written Decision. Within ten (10) **business** days of the meet and confer conference, the District shall issue a written decision. If the District fails to timely provide a written statement/decision after the meet and confer conference, all Claim issues that were part of the meet and confer conference shall be deemed rejected in their entirety.

24.7.6.5.1. If the District's decision completely resolves the Claim, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to.

24.7.6.5.2. If the District rejects the Contractor's Claim in whole or in part or does not issue a timely written response, then the parties shall mediate the remaining issues of the Claim.

24.7.6.5.3. Contractor's costs incurred in seeking relief for Claims are not recoverable from District.

24.7.7. Mediation.

24.7.7.1. At the District's sole discretion, this mediation may be a multiple-party mediation with the Architect, the Construction Manager, the Inspector, and/or other District consultants.

24.7.7.2. The District and Contractor shall mutually agree to a mediator within ten (10) **business** days after the disputed portion of the Claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the Claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator.

24.7.8. Contractor's Obligation to File a Government Code Claim. Nothing in this Contract, including this Claims Resolution Process, waives, modifies or tolls the Contractor's obligation to present a timely claim under Government Code section 910, et seq. Therefore, in addition to complying with this Claims Resolution Process, the Contractor is required to present claims to the District pursuant to Government Code section 910, et seq. If after the requirements of this Claims Resolution Process are satisfied, and all or a portion of the Claim remains unresolved, and if the Government Code claim is rejected by the District, the Contractor may proceed under the post-mediation provisions of this Claims Resolution Process.

24.7.9. Post Mediation Provisions

24.7.9.1. Claims of \$375,000 or Less: The provisions of Public Contract Code § 20104.4 shall apply. Pursuant to Public Contract Code § 20104.4(a), within sixty (60) days, but no earlier than thirty (30) days, following the filing of responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of both parties. Pursuant to Public Contract Code § 9204(d)(2)(D), a mediation conducted pursuant to this Claims Resolution Process shall excuse the obligation under Public Contract Code § 20104.4(a) to mediate after litigation has been commenced unless otherwise agreed to by the parties in writing.

24.7.9.2. Litigation of Claims in Excess of \$375,000. If, after a mediation as indicated above, the Parties have not resolved the Claim, either Party may commence an action in a court of competent jurisdiction to contest that decision within ninety (90) days following the conclusion of that mediation or one (1) year following the accrual of the cause of action, whichever is later. By mutual agreement, the Parties can agree to instead resolve the Claim through arbitration.

24.7.10. The District shall be entitled to remedy any false claims, as defined in California Government Code section 12650 *et seq.*, made to the District by the Contractor or any Subcontractor under the standards set forth in Government Code section 12650 *et seq.* Any Contractor or Subcontractor who submits a false claim shall be liable to the District for three times the amount of damages that the District sustains because of the false claim. A Contractor or Subcontractor who submits a false claim shall also be liable to the District for (a) the costs, including attorney fees, of a civil action brought to recover any of those penalties or damages, and (b) a civil penalty of up to \$11,000 for each false claim. In addition, Contractor may be subject to criminal prosecution under California Penal Code §72 and/or civil liability under False Claims Act. If so, the District may be entitled to recover its costs incurred to investigate any False Claim, including but not limited to attorneys' fees and expert fees incurred in connection with that investigation.

24.8. Documentation of Resolution.

If a Claim is resolved, the District shall determine if that resolution shall be documented in an Agreement and Release of Any and All Claims form or other document, as appropriate.

24.9. Claim Resolution Process – Non-Applicability.

The procedures and provisions in this Claims Resolution section shall **not** apply to:

24.9.1. District's determination of what Work is or will be constructed, or whether the Work complies with the Contract Documents for purposes of accepting the Work;

24.9.2. District's rights and obligations as a public entity, such as, but without limitation, the revocation of pre-qualified or qualified status, barring a contractor from District contracts, the imposition of penalties or forfeitures prescribed by statute or regulation; provided, however, that penalties imposed against a public entity by statutes such as Public Contract Code section 7107, shall be subject to the mandatory dispute resolution provisions of this Claims Resolution section and the Contract;

- 24.9.3. Personal injury, wrongful death or property damage claims;
 - 24.9.4. Latent defect or breach of warranty or guarantee to repair;
 - 24.9.5. Stop notices or stop payment notices; or
 - 24.9.6. Any other District rights as set forth herein.
- 24.10. The District's failure to respond to a Claim from the Contractor within the time periods described herein or to otherwise meet the time requirements of Public Contract Code section 9204 shall automatically result in the Claim being deemed rejected in its entirety, with no admission by the District as to the merits of the Claim.
- 24.11. If District fails to timely issue payment for any Claim or portion of a Claim as required pursuant to these Claim Resolution Procedures, the Contractor is permitted to assess interest indicated in Public Contract Code section 9204. Notwithstanding this provision, and in accordance with Public Contract Code section 7107, the District is entitled to withhold up to 150% of disputed amounts and the District shall not be liable for payment of interest on such disputed amounts pending final adjudication of such disputes.

25. LABOR, WAGE & HOUR, APPRENTICE AND RELATED PROVISIONS

25.1. Contractor & Subcontractor Registration

25.1.1. Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner of California and complying with any applicable enforcement by the Department of Industrial Relations. Labor Code section 1771.1(a) states the following:

“A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Section 1725.5. It is not a violation of this section for an unregistered contractor to submit a bid that is authorized by Section 7029.1 of the Business and Professions Code or by Section 10164 or 20103.5 of the Public Contract Code, provided the contractor is registered to perform public work pursuant to Section 1725.5 at the time the contract is awarded.”

25.1.2. Contractor acknowledges that, for purposes of Labor Code section 1725.5, all or some of the Work is a public work to which Labor Code section 1771 applies. Contractor shall comply with Labor Code section 1725.5, including without limitation the registration requirements. Additionally, all Contractor's Subcontractors shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Contract. Contractor represents that all of its Subcontractors are registered pursuant to Labor Code section 1725.5.

25.1.3. The Project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Contractor shall post job site notices, as prescribed by regulation. Contractor shall comply with all requirements of Labor Code section 1771.4, except the requirements that are exempted by the Labor Commissioner for the Project.

25.2. Wage Rates, Travel and Subsistence

25.2.1. Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, division 2,

of the Labor Code of California, the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public work is to be performed for each craft, classification, or type of worker needed to execute this Contract are on file at the District's principal office and copies will be made available to any interested party on request and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html. Contractor shall obtain and post a copy of these wage rates at the job site.

25.2.2. Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half times the above specified rate of per diem wages, unless otherwise specified. The holidays upon which those rates shall be paid need not be specified by the District, but shall be all holidays recognized in the applicable collective bargaining agreement. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code.

25.2.3. Contractor shall pay and shall cause to be paid each worker engaged in Work on the Project not less than the general prevailing rate of per diem wages determined by the Director of the Department of Industrial Relations ("DIR") ("Director"), regardless of any contractual relationship which may be alleged to exist between Contractor or any Subcontractor and such workers.

25.2.4. If during the period this bid is required to remain open, the Director determines that there has been a change in any prevailing rate of per diem wages in the locality in which the Work under the Contract is to be performed, such change shall not alter the wage rates in the Invitation to Bid or the Contract subsequently awarded.

25.2.5. Pursuant to Labor Code section 1775, Contractor shall, as a penalty to District, forfeit the statutory amount, (currently not to exceed two hundred dollars (\$200) for each calendar day, or portion thereof), for each worker paid less than the prevailing rates, as determined by the District and/or the Director, for the work or craft in which that worker is employed for any public work done under Contract by Contractor or by any Subcontractor under it.

25.2.5.1. The amount of the penalty shall not be less than forty dollars (\$40) for each calendar day, or portion thereof, unless the failure of Contractor was a good faith mistake and, if so, the error was promptly and voluntarily corrected when brought to the attention of Contractor.

25.2.5.2. The amount of the penalty shall not be less than eighty dollars (\$80) for each calendar day or portion thereof, if Contractor has been assessed penalties within the previous three (3) years for failing to meet Contractor's prevailing wage obligations on a separate contract, unless those penalties were subsequently withdrawn or overturned.

25.2.5.3. The amount of the penalty may not be less than one hundred twenty dollars (\$120) for each calendar day, or portion thereof, if the Labor Commissioner determines the Contractor willfully violated Labor Code section 1775.

25.2.5.4. The difference between such prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate, shall be paid to each worker by Contractor.

25.2.6. Any worker employed to perform Work on the Project, which Work is not covered by any classification listed in the general prevailing wage rate of per diem wages determined by the Director, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to Work to be performed by him, and such minimum wage rate shall be retroactive to time of initial employment of such person in such classification.

25.2.7. Pursuant to Labor Code section 1773.1, per diem wages are deemed to include employer

payments for health and welfare, pension, vacation, travel time, subsistence pay, and apprenticeship or other training programs authorized by section 3093, and similar purposes.

25.2.8. Contractor shall post at appropriate conspicuous points on the Site of Project, a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned. In addition, Contractor shall post a sign-in log for all workers and visitors to the Site, a list of all subcontractors of any tier on the Site, and the required Equal Employment Opportunity poster(s).

25.3. Hours of Work

25.3.1. As provided in article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code, eight (8) hours of labor shall constitute a legal days work. The time of service of any worker employed at any time by Contractor or by any Subcontractor on any subcontract under this Contract upon the Work or upon any part of the Work contemplated by this Contract shall be limited and restricted by Contractor to eight (8) hours per day, and forty (40) hours during any one week, except as hereinafter provided. Notwithstanding the provisions hereinabove set forth, Work performed by employees of Contractor in excess of eight (8) hours per day and forty (40) hours during any one week, shall be permitted upon this public work upon compensation for all hours worked in excess of eight (8) hours per day at not less than one and one-half times the basic rate of pay.

25.3.2. Contractor shall keep and shall cause each Subcontractor to keep an accurate record showing the name of and actual hours worked each calendar day and each calendar week by each worker employed by Contractor in connection with the Work or any part of the Work contemplated by this Contract. The record shall be kept open at all reasonable hours to the inspection of District and to the Division of Labor Standards Enforcement of the DIR.

25.3.3. Pursuant to Labor Code section 1813, Contractor shall as a penalty to the District forfeit the statutory amount (believed by the District to be currently twenty five dollars (\$25)) for each worker employed in the execution of this Contract by Contractor or by any Subcontractor for each calendar day during which such worker is required or permitted to work more than eight (8) hours in any one calendar day and forty (40) hours in any one calendar week in violation of the provisions of article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code.

25.3.4. Any Work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed without additional expense to the District.

25.4. Payroll Records

25.4.1. If requested by the District, Contractor shall provide to the District and shall cause each Subcontractor performing any portion of the Work to provide the District and an accurate and certified payroll record ("CPR(s)"), showing the name, address, social security number, work classification, straight time, and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work.

25.4.1.1. In addition to any other requirements pursuant to Labor Code sections 1770, et seq., the CPRs enumerated hereunder shall be certified and shall be provided to the District on a weekly basis. The CPRs from the Contractor and each Subcontractor for each week shall be provided on or before Wednesday of the week following the week covered by the CPRs. District shall not make any payment to Contractor until:

25.4.1.1.1. Contractor and/or its Subcontractor(s) provide CPRs acceptable to the District, and

25.4.1.1.2. The District is given sufficient time to review and/or audit the CPRs to determine their acceptability. Any delay in Contractor and/or its Subcontractor(s) providing CPRs to the District in a timely manner will directly delay the District's review and/or audit of the CPRs and Contractor's payment.

25.4.2. All CPRs shall be available for inspection at all reasonable hours at the principal office of Contractor on the following basis:

25.4.2.1. A certified copy of an employee's CPR shall be made available for inspection or furnished to the employee or his/her authorized representative on request.

25.4.2.2. CPRs shall be made available for inspection or furnished upon request to a representative of District, Division of Labor Standards Enforcement, Division of Apprenticeship Standards, and/or the Department of Industrial Relations.

25.4.2.3. CPRs shall be made available upon request by the public for inspection or copies thereof made; provided, however, that a request by the public shall be made through either the District, Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. If the requested CPRs have not been provided pursuant to the provisions herein, the requesting party shall, prior to being provided the records reimburse the costs of preparation by Contractor, Subcontractors, and the entity through which the request was made. The public shall not be given access to the records at the principal office of Contractor.

25.4.3. The form of certification for the CPRs shall be as follows:

I, _____(Name-Print), the undersigned, am the _____
_____(Position in business) with the authority to act for and on behalf of _____
_____(Name of business and/or Contractor), certify under penalty of perjury that the records or copies thereof submitted and consisting of _____
(Description, number of pages) are the originals or true, full, and correct copies of the originals which depict the payroll record(s) of actual disbursements by way of cash, check, or whatever form to the individual or individual named, and (b) we have complied with the requirements of sections 1771, 1811, and 1815 of the Labor Code for any work performed by our employees on the Project.

Date: _____ Signature: _____
(Section 16401 of Title 8 of the California Code of Regulations)

25.4.4. Each Contractor shall file a certified copy of the CPRs with the entity that requested the records within ten (10) days after receipt of a written request.

25.4.5. Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by District, Division of Apprenticeship Standards, or Division of Labor Standards Enforcement shall be marked or obliterated in such a manner as to prevent disclosure of an individual's name, address, and social security number. The name and address of Contractor awarded Contract or performing Contract shall not be marked or obliterated.

25.4.6. Contractor shall inform District of the location of the records enumerated hereunder, including the street address, city, and county, and shall, within five (5) Business Days, provide a notice of change of location and address.

25.4.7. In the event of noncompliance with the requirements of this section, Contractor shall have ten (10) days in which to comply subsequent to receipt of written notice specifying in what respects Contractor must comply with this section. Should noncompliance still be evident after the ten (10) day

period, Contractor shall, as a penalty to District, forfeit one hundred dollars (\$100) for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of Division of Apprenticeship Standards or Division of Labor Standards Enforcement, these penalties shall be withheld from progress payments then due.

25.4.8. It shall be the responsibility of Contractor to ensure compliance with the provisions of Labor Code section 1776.

25.5. Apprentices

25.5.1. Contractor acknowledges and agrees that, if this Contract involves a dollar amount greater than or a number of working days greater than that specified in Labor Code section 1777.5, then this Contract is governed by the provisions of Labor Code Section 1777.5. It shall be the responsibility of Contractor to ensure compliance with this Article and with Labor Code section 1777.5 for all apprenticeship occupations.

25.5.2. Apprentices of any crafts or trades may be employed and, when required by Labor Code section 1777.5, shall be employed provided they are properly registered in full compliance with the provisions of the Labor Code.

25.5.3. Every such apprentice shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which he/she is employed, and shall be employed only at the work of the craft or trade to which she/he is registered.

25.5.4. Only apprentices, as defined in section 3077 of the Labor Code, who are in training under apprenticeship standards and written apprentice agreements under chapter 4 (commencing at section 3070), division 3, of the Labor Code, are eligible to be employed. The employment and training of each apprentice shall be in accordance with the provisions of the apprenticeship standards and apprentice agreements under which he/she is training.

25.5.5. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractors employing workers in any apprenticeable craft or trade in performing any Work under this Contract shall apply to the applicable joint apprenticeship committee for a certificate approving the Contractor or Subcontractor under the applicable apprenticeship standards and fixing the ratio of apprentices to journeymen employed in performing the Work.

25.5.6. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractor may be required to make contributions to the apprenticeship program.

25.5.7. If Contractor or Subcontractor willfully fails to comply with Labor Code section 1777.5, then, upon a determination of noncompliance by the Administrator of Apprenticeship, it shall:

25.5.7.1. Be denied the right to bid on any subsequent project for one (1) year from the date of such determination;

25.5.7.2. Forfeit as a penalty to District the full amount as stated in Labor Code section 1777.7. Interpretation and enforcement of these provisions shall be in accordance with the rules and procedures of the California Apprenticeship Council and under the authority of the Chief of the Division of Apprenticeship Standards.

25.5.8. Contractor and all Subcontractors shall comply with Labor Code section 1777.6, which section forbids certain discriminatory practices in the employment of apprentices.

25.5.9. Contractor shall become fully acquainted with the law regarding apprentices prior to

commencement of the Work. Special attention is directed to sections 1777.5, 1777.6, and 1777.7 of the Labor Code, and title 8, California Code of Regulations, section 200 et seq. Questions may be directed to the State Division of Apprenticeship Standards, 455 Golden Gate Avenue, San Francisco, California 94102.

25.5.10. Contractor shall ensure compliance with all certification requirements for all workers on the Project including, without limitation, the requirements for electrician certification in Labor Code sections 108, et seq.

25.6. Non-Discrimination

25.6.1. Contractor herein agrees not to discriminate in its recruiting, hiring, promotion, demotion, or termination practices on the basis of race, religious creed, national origin, ancestry, sex, age, or physical handicap in the performance of this Contract and to comply with the provisions of the California Fair Employment and Housing Act as set forth in part 2.8 of division 3 of the California Government Code, commencing at section 12900; the Federal Civil Rights Act of 1964, as set forth in Public Law 88-352, and all amendments thereto; Executive Order 11246, and all administrative rules and regulations found to be applicable to Contractor and Subcontractor.

25.6.2. Special requirements for Federally Assisted Construction Contracts: During the performance of this Contract, Contractor agrees to incorporate in all subcontracts the provisions set forth in Chapter 60-1.4(b) of Title 41 published in Volume 33 No. 104 of the Federal Register dated May 28, 1968.

25.7. Labor First Aid

Contractor shall maintain emergency first aid treatment for Contractor's workers on the Project which complies with the Federal Occupational Safety and Health Act of 1970 (29 U.S.C. § 651 et seq.) the California Occupational Safety and Health Act of 1973, and all related regulations, including without limitation section 330 et seq. of Title 8 of the California Code of Regulations.

26. MISCELLANEOUS

26.1. Assignment of Antitrust Actions

26.1.1. Section 7103.5(b) of the Public Contract Code states:

In entering into a public works contract or subcontract to supply goods, services, or materials pursuant to a public works contract, the Contractor or subcontractor offers and agrees to assign to the awarding body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, made and become effective at the time the awarding body tenders final payment to the Contractor, without further acknowledgment by the parties.

26.1.2. Section 4552 of the Government Code states:

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder.

26.1.3. Section 4553 of the Government Code states:

If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

26.1.4. Section 4554 of the Government Code states:

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

26.1.5. Under this Article, “public purchasing body” is District and “bidder” is Contractor.

26.2. Excise Taxes

If, under Federal Excise Tax Law, any transaction hereunder constitutes a sale on which a Federal Excise Tax is imposed and the sale is exempt from such Federal Excise Tax because it is a sale to a State or Local Government for its exclusive use, District, upon request, will execute documents necessary to show (1) that District is a political subdivision of the State for the purposes of such exemption, and (2) that the sale is for the exclusive use of District. No Federal Excise Tax for such materials shall be included in any Contract Price.

26.3. Taxes

Contract Price is to include any and all applicable sales taxes or other taxes that may be due in accordance with section 7051 of the Revenue and Taxation Code; Regulation 1521 of the State Board of Equalization or any other tax code that may be applicable.

26.4. Shipments

All shipments must be F.O.B. destination to Site or sites, as indicated in the Contract Documents. There must be no charge for containers, packing, unpacking, drayage, or insurance. The total Contract Price shall be all inclusive (including sales tax) and no additional costs of any type will be considered.

26.5. Compliance with Government Reporting Requirements

If this Contract is subject to federal or other governmental reporting requirements because of federal or other governmental financing in whole or in part for the Project which it is part, or for any other reason, Contractor shall comply with those reporting requirements at the request of the District at no additional cost.

END OF DOCUMENT

SECTION 01 64 00

OWNER FURNISHED PRODUCTS

PART 1 GENERAL

1.01 SUMMARY

- A. DESCRIPTION: The Owner shall procure and provide certain products for installation as shown and specified per Contract Documents.
- B. RELATED WORK SPECIFIED ELSEWHERE
 - 1. **General.** Products furnished and paid for by the Owner are described in the following technical sections and /or in the Drawings.
 - 2. **District Supplies Material.**
Note that this project includes the installation of owner-supplied material; the District has acquired roofing material through the CMAS (California Multiple Award Schedules) program.

1.02 DEFINITIONS

- A. GENERAL: The following are used to identify products as noted on the Drawings.
- B. OWNER FURNISHED CONTRACTOR INSTALLED (O.F.C.I.): Products or equipment furnished by the Owner for installation under this contract.
- C. OWNER FURNISHED OWNER INSTALLED (O.F.O.I.): Products or equipment to be provided and installed by the Owner, but requiring surfacing, backing, utility connections or other preparation under this contract, for proper installation.
- D. NOT IN CONTRACT (N.I.C.): Products or equipment to be provided and installed by Owner, not requiring surfacing, backing, utility connections or other preparation under this contract.

PART 2 PRODUCTS

2.01 PRODUCTS

- A. ROOFING MATERIAL FURNISHED BY OWNER (O.F.C.I.): District supplied material through the CMAS (California Multiple Award Schedules) program. Related specification sections include Section 075360 Modified Bituminous Membrane Roofing
- B. MATERIAL LIST:

1.	StressPly Plus FR Mineral	230	Rolls
2.	StressBase 80 Plus	115	Rolls
3.	Pyramic Plus LO	100	Buckets
4.	Weatherking Plus WC	175	Buckets
5.	Weatherking Flashing Adhesive	20	Buckets
6.	Tuff-Stuff MS	5	Cases
7.	Garla-Prime VOC	5	Buckets
8.	Freight to the Jobsite	1	Each

PART 3 EXECUTION

3.01 OWNER'S RESPONSIBILITIES

- A. SUBMITTALS: Arrange for and deliver necessary shop drawings, product data and samples to Contractor
- B. DELIEVERY:
 - 1. **General**: Arrange and pay for product delivery to site, in accordance with construction schedule
 - 2. **Bill of Materials**: Deliver supplier's documentation to Contractor.
 - 3. **Inspection**. Inspect jointly with Contractor.
 - 4. **Claims**. Submit for transportation damage and replacement of otherwise damaged, defective, or missing items.
- C. **GUARANTEES**: Arrange for manufacturer's warranties, bonds, service, inspections, as required.

3.02 CONTRACTOR'S RESPONSIBILITIES

- A. SUBMITTALS: Arrange for and deliver necessary shop drawings, product data and samples to Contractor
- B. DELIEVERY:
 - 1. **General**: Designate delivery date for each product in Progress Schedule
 - 2. **Receiving**: Receive and unload products at site. Handle products at site, including uncrating and storage.
 - 3. **Inspection**: Promptly inspect products jointly with Owner; record shortages, damaged or defective items.
 - 4. **Storage**: Protect products from damage or exposure to elements.
- C. INSTALLATION:
 - 1. **General**: Assemble, install, connect, adjust, and finish products, as stipulated in the respective section of Specifications.
 - 2. **Repair and Replacement**: Items damaged during handling and installation are the responsibility of the contractor.

END OF SECTION

SECTION 07 22 16

ROOF INSULATION

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Roof insulation and installation.
 - 1. HCFC FREE "Green" Polyiso Rigid board type roof insulation(s) for thermal protection as part of roofing assemblies.

1.2 RELATED SECTIONS

- A. Section 07 55 00 - Modified Bitumen Roofing
- B. Section 07 61 00 - Sheet Metal Flashing and Trim

1.3 REFERENCES

- A. ASTM A-167-94a Specification for Stainless and Heat-Resisting Chromium Nickel Steel Plate, Sheet and Strip
- B. ASTM A- 653 Specification for Steel Sheet, Zinc-Coated (Galvanized) or Zinc - Iron Alloy-Coated (Galvanized) by the Hot-Dip Process
- C. ASTM B-29 Pig Lead
- D. ASTM B-32 Solder Metal
- E. ASTM C-165-95 Test Method for Measuring Compressive Properties of Thermal Insulation
- F. ASTM C-208-95 Specifications for Cellulosic Fiber Insulating Board
- G. ASTM C-209-92 Test Method for Cellulosic Fiber Insulating Board
- H. ASTM C-272-91 Test Method for Water Absorption of Core Materials for Structural Sandwich Constructions
- I. ASTM C 518 - Standard Test Method for Steady-State Heat Flux Measurements and Thermal Transmission Properties by Means of the Heat Flow Meter Apparatus.
- J. ASTM C-728-91 Specification for Perlite Thermal Insulation Board
- K. ASTM D-5 Test Method for Penetration of Bituminous Materials
- L. ASTM D-36 Test Method for Softening Point of Bitumen (Ring and Ball Apparatus)
- M. ASTM D-92 Test Method for Flash and Fire Pints by Cleveland Open Cup
- N. ASTM D-312 Specification for Asphalt Used in Roofing
- O. ASTM D-5147 Sampling and Testing Modified Bituminous Sheet Material
- P. ASTM E 84 - Standard Test Method for Surface Burning Characteristics of Building Materials.

- Q. ASTM E 96 - Standard Test Methods for Water Vapor Transmission of Materials.
- R. ASTM E 2114-01 - Standard Terminology for Sustainability Relative to the Performance of Buildings
- S. ASTM 2129 -01 - Standard Practice for Data Collection for Sustainability Assessment of Building Product
- T. FM Factory Mutual System, Norwood, Massachusetts
- U. NRCA National Roofing Contractors Association, Chicago, IL
- V. SMACNA Sheet Metal and Air Conditioning Contractors National Association
- W. UL Underwriter's Laboratories, Inc., Northbrook, Illinois
- X. FS HH-I-1972 Insulation Board, Polyisocyanurate
- Y. WH Warnock Hersey International, Inc. Middleton, WI

1.4 DEFINITIONS

- A. HCFC FREE "Green" Polyiso Roof Board Insulation is defined as environmentally friendly, with Zero Global Warming, Zero Ozone Depletion (ODP) as in compliance with the US EPA requirements of January 1, 2003, requirement to eliminate production of HCFC 141b.
- B. LTTR (Long Term Thermal Resistance) is defined as using techniques from ASTM C1303, CAN/ULC S770 predicting a foam's R-Value that has been shown to be equivalent to the average performance of a permeably faced foam insulation product over 15 years. In Canada this method is used as the Design R-Value. This applies to ALL foam insulation products with blowing agents other than air, such as Polyiso, "Green" Polyiso, extruded polystyrene and polyurethane. The new method is based on consensus standards in the US and Canada. PIMA has reported this method as providing a better understanding of the thermal performance of foam.

1.5 SUBMITTALS

- A. Product Data: Manufacturer's specifications and installation instructions for each product specified.
- B. Provide approval letters from insulation manufacturers for use of their insulation within this particular roofing system type.
- C. Provide a sample of each insulation type.
- D. Shop Drawings:
 1. Indicate complete installation details of tapered insulation system, including identification of each insulation block, sequence of installation, layout, drain locations, roof slopes, thicknesses, crickets and saddles.
 2. Include: Outline of roof, location of drains and scuppers, complete board layout of tapered insulation components, thickness and the average "R" value for the completed insulation system.
- E. Certifications: Submit all the following.
 1. Roof manufacturers' certification that insulation fasteners furnished are acceptable to roof manufacturers.
 2. Roof manufacturer's certification that insulation furnished is acceptable to roofing manufacturer as a component of roofing system and is eligible for roof manufacturer's

system warranty.

3. Wind uplift calculation, per CBC, Chapter 15, 1504 utilizing ASCE 7. Wind uplift shall be provided by the roofing system manufacturer. Calculation shall be signed and sealed by a CA licensed Structural II engineer.
4. System Manufacturer's or insulation manufacturer's certification that HCFC FREE "Green" Polyiso materials meet Zero ODP (Ozone Depletion Potential) and Zero GWP (Global Warming Potential) specification requirements.

1.6 DESIGN REQUIREMENTS

- A. No ponding of water on roof, all runoff flows to drain.
- B. All roof insulation overlaid with Densdeck prime or Securock board. No roofing installed over exposed insulation.

1.7 PERFORMANCE REQUIREMENTS

- A. General: Fire Classification, ASTM E-108; Section specifies a roof system with an external fire rating. The descriptions given below are general descriptions. The insulation, recovery board, and all other components shall be included as required by the membrane manufacturer to provide a Factory Mutual Class 1A fire resistance rating or Listed by Underwriter's Laboratories or Warnock Hersey for external fire tests of ASTM - E - 108 Class A.
- B. Provide continuity of thermal barrier at building enclosure elements.
- C. Flame spread less than 25 when tested in accordance with ASTM E84.
- D. Smoke density is less than 50 when tested in accordance with ASTM E84.

1.8 DELIVERY, STORAGE, AND HANDLING

- A. Deliver materials in manufacturer's original, unopened packaging, with identifying tags or labels intact and legible.
- B. Coordinate scheduling for timely deliveries and prompt installation of materials.
- C. Store insulation and support system in a dry, protected area out of direct sunlight. If the storage area is outdoors, store material off the ground and protected by a suitable waterproof cover.
- D. Remove insulation which is warped, broken or exposed from moisture from the site.

1.9 ENVIRONMENTAL REQUIREMENTS

- A. Handle and install insulation system only under conditions and temperatures recommended by the manufacturer.
- B. Coordinate insulation placement to assure that material can be covered promptly with roof. Do not leave insulation exposed overnight or to inclement weather.

1.10 WARRANTY

- A. Provide warranty coordinated with the requirements of other sections specifying roof products.

PART 2 PRODUCTS

2.1 MANUFACTURER

- A. Acceptable Manufacturers:
 - 1. Wise Product Group – Local Representative – Doug Clark; dclark@garlandco.com – (925) 784-6701
- B. Substitutions: See Section 01 6000 - Product Requirements.

2.2 MATERIALS

- A. Polyisocyanurate Roof Insulation: Provide thickness of insulation as indicated. Provide a combination of types and thicknesses to provide a complete system. Provide taper design for approval by district as needed to ensure ¼" positive slope throughout.
 - 1. Surface Burning Characteristics: Provide assembly with composite flame spread rating of 25 or less and smoke developed of 50 or less, as determined in accordance with ASTM E 84.
 - 2. Closed cell polyisocyanurate foam.
 - a. R-Value: Minimum 10.
 - 3. Insulation board shall meet the following requirements:
 - a. UL, WH or FM listed under Roofing Systems
 - b. Federal Specification HH-I-1972, Class 1
 - c. Dimensional Stability ASTM D2126 2% max.
 - d. Compressive Strength ASTM D1621 25 psi min.
 - e. Vapor Permeability ASTM E-96 1 perm max.
 - f. Foam Core Density ASTM D1622 2.0 pcf min.
 - g. Water Absorption ASTM C209 <1 %
 - h. Flame Spread ASTM E 84, 25 max.
 - i. R-Factor HR per inch thickness ASTM C 518 (Design Value)
- B. Related Materials:
 - 1. Fiber Cant and Tapered Edge Strips: Performed rigid insulation units of sizes/shapes indicated or as required to achieve configurations shown, of perlite or organic fiberboard:
- C. Protection Board: Pre-primed gypsum board 1/2-inch thickness.
- D. Adhesive: Insul-Lock HR – The Garland Company.
- E. Sprayed in place backfill insulation: Dow Great Stuff or as approved by roofing system manufacturer.
- F. Fasteners:
 - 1. Corrosion resistant screw fastener as recommended by roof membrane manufacturer.
 - 2. Factory Mutual Tested and Approved with 3 in. coated disc for 1-90 rating, length required to penetrate deck one inch.

PART 3 EXECUTION

3.1 EXAMINATION

- A. Verify that roof framing system is complete and ready to receive insulation system. Do not proceed with installation until unsatisfactory conditions have been corrected.
 - 1. Verify that work which penetrates roof deck has been completed.
 - 2. Verify that wood nailers are properly and securely installed.
 - 3. Examine surfaces for defects, rough spots, ridges, depressions, foreign material, moisture, and unevenness.
 - 4. Do not proceed until defects are corrected.

5. Do not apply insulation until the substrate is sufficiently dry, 12 percent moisture maximum, and ready to receive insulation and adhesive.
6. Broom clean substrate immediately prior to application.
7. Use additional insulation to fill depressions and low spots that would otherwise cause ponding water.

3.2 INSTALLATION

- A. General: Install roof insulation in strict accordance with manufacturer's instructions and approved shop drawings.
- B. Roofing insulation attachment with mechanical fasteners:
 1. Approved insulation board shall be fully attached to the deck with an approved mechanical fastening system. Attachment shall be per roofing system manufacturer's wind uplift calculation.
 2. Place boards in a method to maximize contact bedding. Notch out undersides of insulation where insulation directly covers structural fasteners which are attached to the roof deck. Make notch equal to the length, width and depth of steel strap.
 3. Filler pieces of insulation require at least two fasteners per piece if the size of insulation is less than four square feet.
 4. Provide spacing pattern of fasteners manufacturer's recommendations to meet wind uplift requirements. Placement of any fastener from the edge of insulation board shall be a minimum of three inches, and a maximum of six inches.
 5. Minimum penetration into deck shall be as recommended by the fastener manufacturer, and one inch (1") minimum for wood or metal decks where not specified by the manufacturer
 6. Backfill around all conduit, junction boxes, etc. in roof insulation with spray foam insulation. Shave solidified spray foam even with boar insulation surface.
 7. Subsequent layers of insulation will be set in insulation adhesive. Stagger the joints of subsequent layers of polyisocyanurate and protection board over the initial layer.
 8. Adhere cover board in foam insulation adhesive.

3.3 CLEANING AND PROTECTION

- A. Remove debris and cartons from the roof deck. Protect finished work to ensure that insulation remains clean and dry, ready to receive roofing membrane.

END OF SECTION

SECTION 07 55 00

MODIFIED BITUMINOUS MEMBRANE ROOFING

PART 1 GENERAL

1.1 SCOPE OF WORK

- A. The work under this contract shall include all labor, non-owner supplied materials, tools, transportation, equipment, services, and facilities necessary for, and reasonably incidental to, the completion of the work as shown on the drawings and/or described in the specifications, for the following scope of work:
1. Remove and dispose of all roofing, counterflashing, coping, edge metal, and associated materials.
 2. Install R10 Polyiso and ½" Desndeck Prime or Securock per manufacturer's wind uplift calculations.
 - a. Install crickets between all parapet wall drains providing positive slope throughout.
 - b. Install tapered insulation between interior drains providing positive slope throughout.
 - 1) The contractor is responsible for the design of taper plan for approval by district and manufacturer of the roofing system.
 3. Install 2-ply modified bitumen system in cold applied asphalt.
 4. Apply Title 24 reflective coating in 2 coats (1.5+1.5 gal per square). The contractor must wait 30 days to complete this step after the roof system has been installed.
 5. Install R-Mer Edge Coping in 0.040 aluminum at parapet walls and 0.040 aluminum R-Mer Drip edge at monitor roof sections.
 - a. Install nailers as needed to provide a minimum 6" clearance at base flashings.
 6. Clean off all mastic/asphalt and paint all conduit pipes, vents, and hoods with Pyramic to ensure a clean final project. All conduit to be sealed and reattached with proper couplings. Lines should be straight and as tidy as possible. Any couplings that cannot be properly sealed should be brought to district attention.
 7. All drains to receive new strainers.
 8. At the end of every workday ensure the work site and surrounding area are free of any dirt and debris.
 9. Test all drains and downspouts prior to construction and once again after completion.
 10. Install a new Bilco roof access hatch.
 11. All support blocks for conduits and gas lines to receive new Dura-Block supports and couplings.
 12. Provide the District with a 30-year NDL warranty from manufacturer and 4-year contractor workmanship warranty.

1.2 REFERENCES

- A. ASTM D 41 - Standard Specification for Asphalt Primer Used in Roofing, Damp proofing, and Waterproofing.
- B. ASTM D 312 - Standard Specification for Asphalt used in Roofing.
- C. ASTM D 451 - Standard Test Method for Sieve Analysis of Granular Mineral Surfacing for Asphalt Roofing Products.
- D. ASTM D 1079 Standard Terminology Relating to Roofing, Waterproofing and Bituminous Materials.

- E. ASTM D 1863 Standard Specification for Mineral Aggregate Used as a Protective Coating for Roofing.
- F. ASTM D 4601 Standard Specification for Asphalt Coated Glass Fiber Base Sheet Used in Roofing.
- G. ASTM D 5147 Standard Test Method for Sampling and Testing Modified Bituminous Sheet Materials.
- H. ASTM D 6162 Standard Specification for Styrene Butadiene Styrene (SBS) Modified Bituminous Sheet Materials Using a Combination of Polyester and Glass Fiber Reinforcements.
- I. ASTM E 108 - Standard Test Methods for Fire Test of Roof Coverings
- J. Factory Mutual Research (FM): Roof Assembly Classifications.
- K. National Roofing Contractors Association (NRCA): Roofing and Waterproofing Manual.
- L. Sheet Metal and Air Conditioning Contractors National Association, Inc. (SMACNA) - Architectural Sheet Metal Manual.
- M. Underwriters Laboratories, Inc. (UL): Fire Hazard Classifications.
- N. Warnock Hersey (WH): Fire Hazard Classifications.
- O. ANSI-SPRI ES-1 Wind Design Standard for Edge Systems used with Low Slope Roofing Systems.
- P. ASCE 7, Minimum Design Loads for Buildings and Other Structures
- Q. UL - Fire Resistance Directory.
- R. FM Approvals - Roof Coverings and/or RoofNav assembly database.
- S. California Title 24 Energy Efficient Standards.

1.3 DESIGN / PERFORMANCE REQUIREMENTS

- A. Perform work in accordance with all federal, state and local codes.
- B. Exterior Fire Test Exposure: Roof system shall achieve a UL, FM or WH Class rating for roof slopes indicated on the Drawings as follows:
 - 1. Factory Mutual Class A Rating.
 - 2. Underwriters Laboratory Class A Rating.
 - 3. Warnock Hersey Class A Rating.
- C. Design Requirements:
 - 1. Uniform Wind Uplift Load Capacity
 - a. Installed roof system shall withstand negative (uplift) design wind loading pressures complying with the following criteria.
 - 1) Design Code: ASCE 7, Method 2 for Components and Cladding.
 - 2) Importance Category:
 - a) IV
 - 3) Importance Factor of:
 - a) 2.0
 - 4) Wind Speed: 120 mph
 - 5) Exposure Category:
 - a) B.
 - 6) Roof Pitch: 1/4" :12.

- 7) Roof Area Design Uplift Pressure:
 - a) Zone 1 - Field of roof 10.3 psf
 - b) Zone 2 - Eaves, ridges, hips and rakes 17.9 psf
 - c) Zone 3 – Corners 23.6 psf
- 2. Live Load: 20 psf, or not to exceed original building design.
- 3. Dead Load:
 - a. Installation of new roofing materials shall not exceed the dead load capacity of the existing roof structure.
- D. Energy Star: Roof System shall comply with the initial and aged reflectivity required by the U.S. Federal Government's Energy Star program.
- E. LEED: Roof system shall meet the reflectivity and emissivity criteria to qualify for one point under the LEED credit category, Credit 7.2, Landscape & Exterior Design to Reduce Heat Island - Roof.
- F. Roof System membranes containing recycled or bio-based materials shall be third party certified through UL Environment.
- G. Roof system shall have been tested in compliance with the following codes and test requirements:
 - 1. Cool Roof Rating Council:
 - 2. International Code Council Evaluation Service (ICC-ES):
 - 3. Underwriters Laboratories:
 - 4. Warnock Hersey
 - a. ITS Directory of Listed Products
 - 5. FM Approvals:
 - a. RoofNav Website

1.4 SUBMITTALS

- A. Product Data: Manufacturer's data sheets on each product to be used, including:
 - 1. Preparation instructions and recommendations.
 - 2. Storage and handling requirements and recommendations.
 - 3. Installation instructions.
- B. Shop Drawings: Submit shop drawings including installation details of roofing, flashing, fastening, insulation and vapor barrier, including notation of roof slopes and fastening patterns of insulation and base modified bitumen membrane, prior to job start.
- C. Design Pressure Calculations: Submit design pressure calculations for the roof area in accordance with ASCE 7 and local Building Code requirements. Include a roof system attachment analysis report, certifying the system's compliance with applicable wind load requirements before Work begins.
- D. Wind uplift calculation per CBC using ASCE 7-10. Calculation shall diagrammatically show fastening pattern and be stamped by the roofing system manufacturer's CA licensed structural engineer.
- E. Recycled or Bio-Based Materials: Provide third party certification through UL Environment of roof System membranes containing recycled or bio-based materials.
- F. Verification Samples: For each modified bituminous membrane ply product specified, two samples, minimum size 6 inches (150 mm) square, representing actual product, color, and patterns.
- G. Manufacturer's Certificates: Provide to certify products meet or exceed specified requirements.
- H. Test Reports: Submit test reports, prepared by an independent testing agency, for all modified

bituminous sheet roofing, indicating compliance with ASTM D5147.

- I. Manufacturer's Fire Compliance Certificate: Certify that the roof system furnished is approved by Factory Mutual (FM), Underwriters Laboratories (UL), Warnock Hersey (WH) or approved third party testing facility in accordance with ASTM E108, Class A for external fire and meets local or nationally recognized building codes.
- J. Any material submitted as equal to or better than the specified material must be accompanied by a report signed and sealed by a professional engineer licensed in the state in which the installation is to take place. This report shall show that the submitted equal meets the Design and Performance criteria in this specification. Material substitutions may only be submitted by prime bidding contractors. Substitution requests submitted without a licensed engineer stamp or by non-prime bidding contractors will be rejected for non-conformance.
- K. Closeout Submittals: Provide manufacturer's maintenance instructions that include recommendations for periodic inspection and maintenance of all completed roofing work. Provide product warranty executed by the manufacturer. Assist Owner in preparation and submittal of roof installation acceptance certification as may be necessary in connection with fire and extended coverage insurance on roofing and associated work.

1.5 QUALITY ASSURANCE

- A. Perform Work in accordance with NRCA Roofing and Waterproofing Manual.
- B. Manufacturer Qualifications: Company specializing in manufacturing products specified with documented ISO 9001 certification and minimum of twelve years of documented experience and must not have been in Chapter 11 bankruptcy during the last five years.
- C. Installer Qualifications: Company specializing in performing Work of this section with minimum five years documented experience and a certified Pre-Approved Garland Contractor.
- D. Installer's Field Supervision: Maintain a full-time Supervisor/Foreman on job site during all phases of roofing work while roofing work is in progress.
- E. Product Certification: Provide manufacturer's certification that materials are manufactured in the United States and conform to requirements specified herein, are chemically and physically compatible with each other, and are suitable for inclusion within the total roof system specified herein.
- F. Manufacturers Inspections: Provide on manufacturers' letterhead, a certification that a full-time employee of the manufacturer will inspect the project a minimum 3 times per week as indicated in section (3.7). A letter must be signed and notarized by a corporate officer of the manufacturing company.
- G. Source Limitations: Obtain all components of roof system from a single manufacturer. Secondary products that are required shall be recommended and approved in writing by the roofing system Manufacturer. Upon request of the Architect or Owner, submit Manufacturer's written approval of secondary components in list form, signed by an authorized agent of the Manufacturer.

1.6 PRE-INSTALLATION MEETINGS

- A. Convene a minimum of two weeks prior to commencing Work of this section.
- B. Review installation procedures and coordination required with related Work.

- C. Inspect and make notes of job conditions prior to installation:
 - 1. Record minutes of the conference and provide copies to all parties present.
 - 2. Identify all outstanding issues in writing designating the responsible party for follow-up action and the timetable for completion.
 - 3. Installation of roofing system shall not begin until all outstanding issues are resolved to the satisfaction of the Architect.

1.7 DELIVERY, STORAGE, AND HANDLING

- A. Deliver and store products in manufacturer's unopened packaging with labels intact until ready for installation.
- B. Store all roofing materials in a dry place, on pallets or raised platforms, out of direct exposure to the elements until time of application. Store materials at least 4 inches above ground level and covered with "breathable" tarpaulins.
- C. Stored in accordance with the instructions of the manufacturer prior to their application or installation. Store roll goods on end on a clean flat surface except store KEE-Stone FB 60 rolls flat on a clean flat surface. No wet or damaged materials will be used in the application.
- D. Store at room temperature wherever possible, until immediately prior to installing the roll. During winter, store materials in a heated location with a 50-degree F (10 degree C) minimum temperature, removed only as needed for immediate use. Keep materials away from open flame or welding sparks.
- E. Avoid stockpiling of materials on roofs without first obtaining acceptance from the Architect/Engineer.
- F. Adhesive storage shall be between the range of above 50-degree F (10 degree C) and below 80 degree F (27 degree C). Area of storage shall be constructed for flammable storage.

1.8 COORDINATION

- A. Coordinate work with installing associated metal flashings as work of this section proceeds.

1.9 PROJECT CONDITIONS

- A. Maintain environmental conditions (temperature, humidity, and ventilation) within limits recommended by manufacturers for optimum results. Do not install products under environmental conditions outside manufacturer's absolute limits.

1.10 WARRANTY

- A. Upon completion of the work, provide the Manufacturer's written and signed NDL Warranty, warranting that, if a leak develops in the roof during the term of this warranty, due either to defective material or defective workmanship by the installing contractor, the manufacturer shall provide the Owner, at the Manufacturer's expense, with the labor and material necessary to return the defective area to a watertight condition.
 - 1. Warranty Period:
 - a. 30 years from the date of acceptance.
 - b. The warranty shall cover the calculated windspeed of 120 mph.
 - c. Warranty must be provided solely by the manufacturer. No third-party insurance riders or third party warranty holders will be accepted.

PART 2 PRODUCTS

2.1 MANUFACTURERS

- A. Acceptable Manufacturer: Garland Company, Inc. (The); 3800 E. 91st St., Cleveland, OH 44105. Local Representative: Doug Clark (925) 784-6701 Email: dclark@garlandind.com Web Site: www.garlandco.com.
1. Materials to be furnished and provided by Alameda USD through California Multiple Award Schedules (CMAS).
- B. The Products specified are intended and the Standard of Quality for the products required for this project. If other products are proposed the bidder must disclose in the bid the manufacturer and the products that they intend to use on the Project. If no manufacturer and products are listed, the bid may be accepted only with the use of specified products.
1. Bidder will not be allowed to change materials after the bid opening date.
 2. If alternate products are included in the bid, the products and specified overall performance requirements must be equal to or exceed the products and requirements specified. Supporting technical data shall be submitted to the Architect/ Owner for approval prior to acceptance.
 3. In making a request for substitution, the Bidder/Roofing Contractor represents that it has:
 - a. Personally, investigate the proposed product or method, and determined that it is equal or superior in all respects to that specified.
 - b. Will provide the same guarantee for substitution as for the product and method specified.
 - c. Will coordinate installation of accepted substitution in work, making such changes as may be required for work to be completed in all respects.
 - d. Will waive all claims for additional cost related to substitution, which consequently become apparent.
 - e. Cost data is complete and includes all related cost under his/her contract or other contracts, which may be affected by the substitution.
 - f. Will reimburse the Owner for all redesigned cost by the Architect for accommodation of the substitution.
 4. Architect/ Owner reserves the right to be the final authority on the acceptance or rejection of any or all bids, proposed alternate roofing systems or materials that has met ALL specified requirement criteria.
 5. Failure to submit substitution package, or any portion thereof requested, will result in immediate disqualification and consideration for that particular contractor's request for manufacturer substitution.
 6. Any substitution requests must be provided to the architect 10 days before the original bid date. Substitutions outside of this timeline will not be considered.

2.2 COLD APPLIED 2-PLY SOLVENT FREE ASPHALT ROOFING -

- A. Base (Ply) Sheet: One ply bonded to the prepared substrate with Interply Adhesive:
1. StressBase 80 Plus:
- B. Modified Cap (Ply) Sheet: One ply bonded to the prepared substrate with interplay adhesive.
1. StressPly Plus FR Mineral:
- C. Interply Adhesive: (Layer 1 and 2)
1. Weatherking Plus WC: 2.5 gallons per square.
- D. Flashing Base Ply: One ply bonded to the prepared substrate with Interply Adhesive:

1. StressBase 80 Plus:
- E. Flashing Cap (Ply) Sheet: One ply bonded to the prepared substrate with Interply Adhesive:
 1. StressPly Plus FR Mineral
- F. Flashing Ply Adhesive:
 1. Weatherking Flashing Adhesive: 6 gallons per square.
- G. Surfacing: Requires 5 days wait before applying.
 1. Surface Coatings
 - a. Pyramic Plus LO: two coats of 1.5 gallons per square. (3 gal/square total)

2.3 ACCESSORIES:

- A. Urethane Sealant Hybrid - Tuff-Stuff MS: One-part, non-sag sealant as approved and furnished by the membrane manufacturer for moving joints.
 1. Tensile Strength, ASTM D 412: 250 psi
 2. Elongation, ASTM D 412: 450%
 3. Hardness, Shore A ASTM C 920: 35
 4. Adhesion-in-Peel, ASTM C 92: 30 pli
- B. Sealant - Green-Lock Structural Adhesive: Single component, 100% solids structural adhesive as furnished and recommended by the membrane manufacturer.
 1. Elongation, ASTM D 412: 300%
 2. Hardness, Shore A, ASTM C 920: 50
 3. Shear Strength, ASTM D 1002: 300 psi
- C. Coverboard – 1/2” Densdeck Prime or approved equal.
- D. Coping; R-Mer Edge Coping and R-Mer Drip Edge by The Garland Company.
 1. 0.040 Aluminum
- E. Tuff-Coat: Semi-Permeable waterproof wall coating: 2 coats of 1 gallon per 100 square feet.
- F. Drain and Pipe Flashings:
 1. Green-Weld PVB Lead Alternate
- G. Insulation Adhesive:
 1. Insul-Lock HR

PART 3 EXECUTION

3.1 EXAMINATION

- A. Do not begin installation until substrates have been properly prepared.
- B. Inspect and approve the deck condition, slopes and fastener backing if applicable, parapet walls, expansion joints, roof drains, stack vents, vent outlets, nailers and surfaces and elements.
- C. Verify that work penetrating the roof deck, or which may otherwise affect the roofing, has been properly completed.
- D. If substrate preparation and other conditions are the responsibility of another installer, notify Architect of unsatisfactory preparation before proceeding.

3.2 PREPARATION

- A. General: Clean surfaces thoroughly prior to installation.
1. Prepare surfaces using the methods recommended by the manufacturer for achieving the best result for the substrate under the project conditions.
 2. Fill substrate surface voids that are greater than 1/4 inch wide with an acceptable fill material.
 3. Roof surface to receive roofing system shall be smooth, clean, free from loose gravel, dirt and debris, dry and structurally sound.
 4. Wherever necessary, all surfaces to receive roofing materials shall be power broom and vacuumed to remove debris and loose matter prior to starting work.
 5. Do not apply roofing during inclement weather. Do not apply roofing membrane to damp, frozen, dirty, or dusty surfaces.
 6. Fasteners and plates for fastening components mechanically to the substrate shall provide a minimum pull-out capacity of 300 lbs. (136 k) per fastener. Base or ply sheets attached with cap nails require a minimum pullout capacity of 40 lb. per nail.
 7. Prime decks where required, in accordance with requirements and recommendations of the primer and deck manufacturer.
- B. Wood Deck:
1. Dimensional wood deck shall be a minimum of 1 inch (25 mm) thick, knotholes and cracks larger than 1/4 inch shall be covered with sheet metal. All boards shall be appropriately nailed and have adequate end bearing to the centers of beams/rafters. Lumber shall be kiln dried.
 2. Plywood shall be a minimum 15/32 inch (11.9 mm) thick and conform to the standards and installation requirements of the American Plywood Association (APA).
 3. If no roof insulation is specified, provide a suitable dry sheathing paper, followed by an approved base sheet nailed appropriately for the specified roof system, with 1 inch (25 mm) diameter caps and annular nails unless otherwise required by the applicable Code or Approval agency.
 4. Insulation is to be mechanically attached in accordance with the insulation manufacturer's recommendations unless otherwise required by the applicable Code.
 5. In all retrofit roof applications, it is required that deck be inspected for defects. Any defects are to be corrected per the deck manufacturer's recommendations and standards of the APA/Engineered Wood Association prior to new roof application.
 6. Light metal wall ties or other structural metal exposed on top of the wood deck shall be covered with one ply of a heavy roofing sheet, such as HPR Glasbase Base Sheet, extending 2 inches to 6 inches (51 mm to 152 mm) beyond the metal in all directions. Nail in place before applying the base ply.
- C. Re-Roofing Applications:
1. Remove existing roof flashings from curbs and parapet walls down to the surface of the roof. Remove existing flashings at roof drains and roof penetrations.
 2. Remove all wet, deteriorated, blistered or delaminated roofing membrane or insulation and fill in any low spots occurring as a result of removal work to create a smooth, even surface for application of new roof membranes.
 3. Install new wood nailers as necessary to accommodate insulation/recovery board or new nailing patterns.
 4. When mechanically attached, the fastening pattern for the insulation/recovery board shall be as recommended by the specific product manufacturer.
 5. Re-roofing over coal tar pitch requires a mechanically attached recovery board or insulation and a base sheet prior to the application of roofing system.

6. Existing roof surfaces shall be primed as necessary with asphalt primer meeting ASTM D 41 and allowed to dry prior to installing the roofing system.

3.3 INSTALLATION - GENERAL

- A. Install modified bitumen membranes and flashings in accordance with manufacturer's instructions and with the recommendations provided by the National Roofing Contractors Association's Roofing & Waterproofing Manual, the Asphalt Roofing Manufacturers Association, and applicable codes.
- B. General: Avoid installation of modified bitumen membranes at temperatures lower than 40-45 degrees F. When work at such temperatures unavoidable use the following precautions:
 1. Take extra care during cold weather installation and when ambient temperatures are affected by wind or humidity, to ensure adequate bonding is achieved between the surfaces to be joined. Use extra care at material seam welds and where adhesion of the applied product to the appropriately prepared substrate as the substrate can be affected by such temperature constraints as well.
 2. Unrolling of cold materials, under low ambient conditions must be avoided to prevent the likelihood of unnecessary stress cracking. Rolls must be at least 40 degrees F at the time of application. If the membrane roll becomes stiff or difficult to install, it must be replaced with roll from a heated storage area.
- C. Commence installation of the roofing system at the lowest point of the roof (or roof area), working up the slope toward the highest point. Lap sheets shingle fashion so as to constantly shed water
- D. All slopes greater than 2:12 require back-nailing to prevent slippage of the ply sheets. Use ring or spiral-shank 1 inch cap nails, or screws and plates at a rate of 1 fastener per ply (including the membrane) at each insulation stop. Place insulation stops at 16 ft O.C. for slopes less than 3:12 and 4 feet O.C. for slopes greater than 3:12. On non-insulated systems, nail each ply directly into the deck at the rate specified above. When the slope exceeds 2:12, install all plies parallel to the slope (strapping) to facilitate back nailing. Install 4 additional fasteners at the upper edge of the membrane when strapping the plies.

3.4 INSTALLATION COLD APPLIED ROOF SYSTEM

- A. Base Ply: Cut base ply sheets into 18-foot lengths and allow plies to relax before installing. Install base sheet in Interply Adhesive: applied at the rate required by the manufacturer. Shingle base sheets uniformly to achieve one-ply throughout over the prepared substrate. Shingle in proper direction to shed water on each large area of roofing.
 1. Lap ply sheet ends 8 inches. Stagger end laps 12 inches minimum.
 2. Solidly bond to the substrate and adjacent ply with specified cold adhesive at the rate of 2.5 gallons per 100 square feet.
 3. Roll must push a puddle of adhesive in front of it with adhesive slightly visible at all side laps. Use care to eliminate air entrapment under the membrane.
 4. Install subsequent rolls of modified across the roof as above with a minimum of 4 inch side laps and 8 inch staggered end laps. Lay modified membrane in the same direction as the underlayers but the laps shall not coincide with the laps of the base layers.
 5. Extend plies 2 inches beyond top edges of cants at wall and projection bases.
 6. Install base flashing ply to all perimeter and projection details.
 7. Allow the one ply of base sheet to cure at least 30 minutes before installing the modified membrane. However, the modified membrane must be installed the same day as the base plies.
- B. Modified Cap Ply(s): Cut cap ply sheets into 18-foot lengths and allow plies to relax before installing.

Install in interplay adhesive applied at the rate required by the manufacturer. Shingle sheets uniformly over the prepared substrate to achieve the number of plies specified. Shingle in proper direction to shed water on each large area of roofing.

1. Lap ply sheet ends 8 inches. Stagger end laps 12 inches minimum.
 2. Solidly bond to the base layers with specified cold adhesive at the rate of 2.5 gallons per 100 square feet.
 3. Roll must push a puddle of adhesive in front of it with adhesive slightly visible at all side laps. Care should be taken to eliminate air entrapment under the membrane.
 4. Install subsequent rolls of modified across the roof as above with a minimum of 4 inch side laps and 8 inch staggered end laps. Lay modified membrane in the same direction as the underlayers but the laps shall not coincide with the laps of the base layers.
 5. Allow cold adhesive to set for 5 to 10 minutes before installing the top layer of modified membrane.
 6. Extend membrane 2 inches beyond top edge of all cants in full moppings of the cold adhesive as shown on the Drawings.
- C. Fibrous Cant Strips: Provide glass fiber cant strips at all wall/curb detail treatments where angle changes are greater than 45 degrees. Cant may be set in approved cold adhesives, hot asphalt or mechanically attached with approved plates and fasteners.
- D. Wood Blocking, Nailers and Cant Strips: Provide wood blocking, nailers and cant strips as specified in Section 06114.
1. Provide nailers at all roof perimeters and penetrations for fastening membrane flashings and sheet metal components.
 2. Wood nailers should match the height of any insulation, providing a smooth and even transition between flashing and insulation areas.
 3. Nailer lengths should be spaced with a minimum 1/8-inch gap for expansion and contraction between each length or change of direction.
 4. Nailers and flashings should be fastened in accordance with Factory Mutual "Loss Prevention Data Sheet 1- 49, Perimeter Flashing" and be designed to be capable of resisting a minimum force of 200 lbs/lineal foot in any direction.
- E. Metal Work: Provide metal flashings, counter flashings, parapet coping caps and thru-wall flashings as specified in Section 07620 or Section 07710. Install in accordance with the SMACNA "Architectural Sheet Metal Manual" or the NRCA Roofing Waterproofing manual.
- F. Termination Bar: Provide a metal termination bar or approved top edge securement at the terminus of all flashing sheets at walls and curbs. Fasten the bar a minimum of 8 inches (203 mm) o/c to achieve constant compression. Provide suitable, sealant at the top edge if required.
- G. Flashing Base Ply: Install flashing sheets by the same application method used for the base ply.
1. Seal curb, wall and parapet flashings with an application of mastic and mesh on a daily basis. Do not permit conditions to exist that will allow moisture to enter behind, around or under the roof or flashing membrane.
 2. Prepare all walls, penetrations, expansion joints and where shown on the Drawings to be flashed with required primer at the rate of 100 square feet per gallon. Allow primer to dry tack free.
 3. Adhere to the underlying base ply with specified flashing ply adhesive unless otherwise specified. Nail off at a minimum of 8 inches (203 mm) o.c. from the finished roof at all vertical surfaces.
 4. Solidly adhere the entire flashing ply to the substrate. Run first ply of membrane 4' up wall and secure with a termination bar fastened at 6 inches (152 mm) O.C. and sealed at top. Apply second ply with a minimum 8" overlap of lower ply and upper ply. Fasten and secure

with termination bar fastened at 6 inches O.C. and sealed.

5. Coordinate counter flashing, cap flashings, expansion joints and similar work with modified bitumen roofing work as specified.
6. Coordinate roof accessories, miscellaneous sheet metal accessory items, including piping vents and other devices with the roofing system work.
7. Secure the top edge of the flashing sheet using a termination bar only when the wall surface above is waterproofed or nailed 4 inches on center and covered with an acceptable counter flashing.

H. Flashing Cap Ply:

1. Seal curb, wall and parapet flashings with an application of mastic and mesh on a daily basis. Do not permit conditions to exist that will allow moisture to enter behind, around or under the roof or flashing membrane.
2. Prepare all walls, penetrations, expansion joints and where shown on the Drawings to be flashed with required primer at the rate of 100 square feet per gallon. Allow primer to dry tack free.
3. Adhere to the underlying base flashing ply with specified flashing ply adhesive unless otherwise specified. Run flashing cap ply 4 feet up wall and fasten with termination bar fastened every 6 inches O.C. Adhere additional cap ply on remaining wall section in specified adhesive with a minimum 8 inch overlap of lower flashing cap ply. Heat weld seam. Nail off at a minimum of 8 inches (203 mm) o.c. from the finished roof at all vertical surfaces.
4. Coordinate counter flashing, cap flashings, expansion joints and similar work with modified bitumen roofing work as specified.
5. Coordinate roof accessories, miscellaneous sheet metal accessory items with the roofing system work.
6. All stripping shall be installed prior to flashing cap sheet installation.
7. Heat and scrape granules when welding or adhering at cut areas and seams to granular surfaces at all flashings.
8. Secure the top edge of the flashing sheet using a termination bar only when the wall surface above is waterproofed or nailed 4 inches on center and covered with an acceptable counter flashing.

I. Surface Coatings: Apply roof coatings in strict conformance with the manufacturer's recommended procedures.

J. Roof Walkways: Provide walkways in areas indicated on the Drawings.

3.5 INSTALLATION EDGE TREATMENT AND ROOF PENETRATION FLASHING

A. Equipment Support:

1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
2. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
3. Install base flashing ply covering curb set in bitumen with 6 inches (152 mm) on to field of the roof.
4. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Attach top of membrane to top of curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
5. Use Tuff-Flash and polyester where necessary to fully seal detail areas.
6. Install pre-manufactured cover. Fasten sides at 24 inches (609 mm) o.c. with fasteners and neoprene washers. Furnish all joint cover laps with butyl tape between metal covers.
7. Set equipment on neoprene pad and fasten as required by equipment manufacturer.

- B. Curb Detail/Air Handling Station:
1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
 2. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
 3. Install base flashing ply covering curb set in bitumen with 6 inches (152 mm) on to field of the roof.
 4. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
 5. Use Tuff-Flash and polyester where necessary to fully seal detail areas.
 6. Install pre-manufactured counterflashing with fasteners and neoprene washers or per manufacturer's recommendations.
 7. Set equipment on neoprene pad and fasten as required by equipment manufacturer.
- C. Exhaust Fan:
1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
 2. Set cant in bitumen. Run all plies over cant a minimum of 2 inches (50 mm).
 3. Install base flashing ply covering curb with 6 inches (152 mm) on to field of the roof.
 4. Install a second ply of modified flashing ply installed over the base flashing ply, 9 inches (228 mm) on to field of the roof. Attach top of membrane to top of wood curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
 5. Install metal exhaust fan over the wood nailers and flashing to act as counterflashing. Fasten per manufacturer's recommendation.
- D. Passive Vent/Air Intake:
1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
 2. Set cant in bitumen. Run all plies over cant a minimum of 2 inches (50 mm).
 3. Install base flashing ply covering curb with 6 inches (152mm) on to the field of the roof.
 4. Install a second ply of modified flashing ply installed over the base flashing ply, 9 inches (228 mm) on to field of the roof. Attach top of membrane to top of wood curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
 5. Install passive vent/air intake over the wood nailers and flashing to act as counterflashing. Fasten per manufacturer's recommendations.
- E. Roof Drain:
1. Plug drain to prevent debris from entering plumbing.
 2. Taper insulation and or coverboard to drain minimum of 24 inches (609 mm) from center of drain.
 3. Run roof system plies over drain. Cut out plies inside drain bowl.
 4. Set lead/copper flashing (30 inch square minimum) in 1/4 inch bed of mastic. Run lead/copper into drain a minimum of 2 inches (50 mm). Prime lead/copper at a rate of 100 square feet per gallon and allow to dry.
 5. Install base flashing ply (40 inch square minimum) in bitumen.
 6. Install modified membrane (48 inch square minimum) in bitumen.
 7. Install clamping ring and assure that all plies are under the clamping ring.
 8. Remove drain plug and install strainer.
- F. Plumbing Stack:
1. Minimum stack height is 12 inches (609 mm).

2. Run roof system over the entire surface of the roof. Seal the base of the stack with elastomeric sealant.
 3. Prime flange of new sleeve. Install properly sized sleeves set in 1/4 inch (6 mm) bed of roof cement.
 4. Install base flashing ply in bitumen.
 5. Install membrane in bitumen.
 6. Caulk the intersection of the membrane with elastomeric sealant.
 7. Turn sleeve a minimum of 1 inch (25 mm) down inside of stack.
- G. Heat Stack:
1. Minimum stack height is 12 inches (609 mm).
 2. Run roof system over the entire surface of the roof. Seal the base of the stack with elastomeric sealant.
 3. Prime flange of new sleeve. Install properly sized sleeves set in 1/4 inch (6 mm) bed of roof cement.
 4. Install base flashing ply in bitumen.
 5. Install modified membrane in bitumen.
 6. Caulk the intersection of the membrane with elastomeric sealant.
 7. Install new collar over cape. Weld collar or install stainless steel draw brand.

3.6 CLEANING

- A. Clean-up and remove daily from the site all wrappings, empty containers, paper, loose particles and other debris resulting from these operations.
- B. Remove asphalt markings from finished surfaces.
- C. Repair or replace defaced or disfigured finishes caused by Work of this section.

3.7 PROTECTION

- A. Provide traffic ways, erect barriers, fences, guards, rails, enclosures, chutes and the like to protect personnel, roofs and structures, vehicles and utilities.
- B. Protect exposed surfaces of finished walls with tarps to prevent damage.
- C. Plywood for traffic ways required for material movement over existing roofs shall be not less than 5/8 inch (16 mm) thick.
- D. In addition to the plywood listed above, an underlayment of minimum 1/2 inch (13 mm) recover board is required on new roofing.
- E. Special permission shall be obtained from the Manufacturer before any traffic shall be permitted over new roofing.

3.8 FIELD QUALITY CONTROL

- A. Manufacturer Inspections:
 1. An inspection shall be made by a representative of the material manufacturer a minimum of three (3) times per week during performance of work to ensure that said project is installed in accordance with the manufacture's specifications and illustrated details. Written reports including pictures and comments shall be turned over to the Architect and Owner, on each Monday following the prior week.
 - a. The authorized material manufacturers field representative shall be responsible for:

- 1) Keeping the Architect's representative informed after periodic inspections as to the progress and quality of the work observed.
- 2) Calling to the attention of the contractor those matters observed which are considered to be in violation of the contract requirements.
- 3) Reporting to the Architect's representative, in writing, any failure or refusal of the contractor to correct unacceptable practices called to his attention.
- 4) Confirming, after completion of the work and based on his observation and test, that he has observed no application procedures in conflict with these specifications.

3.9 OWNER SUPPLIED MATERIALS

- A. The Owner will only supply the quantity listed in the owner supplied materials section of this specification below. All additional materials and accessories will be the full responsibility of the contractor to provide and install per the specification and project requirements.
- B. Any material or accessories required for the installation of the roof system in excess of the Owner provided material must be supplied by the Contractor and added into the bid cost proposal. It is up to the Contractor to determine the precise amount of material required for the completion of this project; and to provide excess material, as required. The cost to handle and fabricate flashing metal from the Owner provided flat stock is contractor's responsibility and to be added into the bid cost proposal.
- C. All required flashings as required per each specification section for plumbing, electrical, gas, etc. will be the Contractors responsibility to provide and install as well as to be included in the bid cost.
- D. All materials not specifically included in the owner supplied materials section will be the responsibility of the contractor to provide and install in compliance with section 07550.
- E. Freight charges of owner supplied materials will be the responsibility of the Owner.
- F. Contractor must coordinate and take delivery of materials, count all materials and ensure it matches the list below, unload and properly locate materials at the job site, and properly protect, cover and store at jobsite.
- G. The contractor must be able to provide certification in writing from roof system manufacturer that the contractor is approved to install the specified roof system and provide all warranty requirements of section 07550.
- H. Materials specifically provided by the Owner:

StressPly Plus FR Mineral	230 Rolls
StressBase 80 Plus	115 Rolls
Pyramic Plus LO	100 Buckets
Weatherking Plus WC	175 Buckets
Weatherking Flashing Adhesive	20 Buckets
Tuff-Stuff MS	5 Cases
Garla-Prime VOC	5 Buckets
Freight to Jobsite	1 Each

END OF SECTION

SECTION 07 61 00

SHEET METAL FLASHING AND TRIM

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Fabricated sheet metal items, including flashings, counterflashing, and other items indicated on drawings and as follows:
 - 1. Surface mounted counterflashing.
 - 2. Skirt flashing at curbs.
 - 3. "L" flashing and step flashing.
 - 4. Ladders.
 - 5. Hatches.
 - 6. Coping.

1.2 RELATED REQUIREMENTS

- A. Section 07 55 00 – Modified Bituminous Membrane Roofing

1.3 REFERENCE STANDARDS

- A. ASTM A 653/A 653M - Standard Specification for Steel Sheet, Zinc-Coated (Galvanized) or Zinc-Iron Alloy-Coated (Galvannealed) by the Hot-Dip Process.
- B. ASTM A 666 - Standard Specification for Annealed or Cold-Worked Austenitic Stainless-Steel Sheet, Strip, Plate, and Flat Bar.
- C. ASTM A792 Steel Sheet, Aluminum-Zinc Alloy-Coated, by the Hot-Dip Process
- D. ASTM B 32 - Standard Specification for Solder Metal.
- E. ASTM B486 Paste Solder
- F. ASTM B 749 - Standard Specification for Lead and Lead Alloy Strip, Sheet, and Plate Products.
- G. ASTM D 226 - Standard Specification for Asphalt-Saturated Organic Felt Used in Roofing and Waterproofing.
- H. ASTM D 2178 - Standard Specification for Asphalt Glass Felt Used in Roofing and Waterproofing.
- I. ASTM D 4586 - Standard Specification for Asphalt Roof Cement, Asbestos-Free.
- J. FS QQ-L-201 Specification for Lead Sheet
- K. SMACNA (ASMM) - Architectural Sheet Metal Manual; Sheet Metal and Air Conditioning Contractors' National Association.

1.4 SUBMITTALS

- A. Shop Drawings: Indicate material profile, jointing pattern, jointing details, fastening methods, flashings, terminations, and installation details.
 - 1. For manufactured and shop fabricated gravel stops, fascia, scuppers, and all other sheet metal fabrications.

2. Indicate type, gauge and finish of metal.
- B. Product data: Provide manufacturer's specification data sheets for each product:
1. Metal material characteristics and installation recommendations.
 2. Submit color chart prior to material ordering and/or fabrication so that equivalent colors to those specific can be approved.
- C. Manufacturer's installation instructions for reglets.
- D. Samples: Submit two samples 8x10 inch in size illustrating metal finish color.
1. Submit two samples, 12 x 12 inches in size illustrating typical external corner, internal corner, and valley, junction to vertical dissimilar surface, material and finish.
- E. Certification:
1. Submit roof manufacturer's certifications that metal fasteners furnished are acceptable to roof manufacturers.
 2. Submit roof manufacturer's certification that metal furnished is acceptable to roofing manufacturer as a component of roofing system and is eligible for roof manufacturer's system warranty.
 3. Submit certification that metal and fastening system furnished is Tested and Approved by Factory Mutual for 1-90 Wind Up-Lift Requirements.
- F. Provide letters of approval from metal manufacturers for use of their metal within this particular roofing system type.
- G. Proof of fabricator and installer qualifications.
- H. ANSI-SPRI ES-1 test results for all coping and edge metal.

1.5 QUALITY ASSURANCE

- A. Perform work in accordance with SMACNA Architectural Sheet Metal Manual requirements, except as otherwise indicated.
1. Factory Mutual Loss Prevention Data Sheet 1-49 windstorm resistance: 1-90.
- B. Manufacturers' Warranty: Pre-finished metal material shall require a written 20-year non-prorated warranty covering fade, chalking and film integrity. The material shall not show a color change greater than 5 NBS color units per ASTM D-2244 or chalking excess of 8 units per ASTM D-659. If occurs material shall be replaced per warranty, at no cost to the Owner.
- C. Contractor's Warranty: The Contractor shall provide the Owner with a notarized written warranty assuring that all sheet metal work, including caulking and fasteners, is to be water-tight and secure for a period of five years from the date of final acceptance of the building. The warranty shall include all materials and workmanship required to repair any leaks that develop and make good any damage to other work or equipment caused by such leaks or the repairs thereof.

1.6 DELIVERY, STORAGE, AND HANDLING

- A. Deliver materials in manufacturer's original, unopened containers or packages with labels intact and legible.
- B. Stack material to prevent twisting, bending, and abrasion, and to provide ventilation. Slope metal sheets to ensure drainage.
- C. Prevent contact with materials that could cause discoloration or staining.

PART 2 PRODUCTS

2.1 SHEET MATERIALS

- A. Aluminum, ASTM B209, alloy 3105-H14, in thickness.040" nom.

2.2 ACCESSORIES

- A. Fasteners:
 - 1. Corrosion resistant screw fastener as recommended by metal manufacturer. Finish all exposed fasteners the same as flashing metal.
 - 2. Fastening shall conform to Factory Mutual 1-90 requirements or as stated on section details, whichever is more stringent.
- B. Plastic Cement: ASTM D 4586, Type I.

2.3 FABRICATION - GENERAL

- A. Fabricate in accordance with referenced standards. Form sections true to shape, accurate in size, square, and free from distortion or defects. Form pieces as recommended by SMACNA standard for conditions required.
 - 1. Provide reinforcements and supports as required for secure anchorage.
 - 2. Make joints rigid. Seams mechanically strong and soldered or sealed to make watertight
 - 3. Fabricate corners in one piece with legs extending 30-inches each way to field joint. Lap, rivet, and solder or seal corner seams watertight.
 - 4. Turn up "end dam" flanges at ends of opening sill flashing pieces, lap with wall flashing and membranes to shed water.
 - 5. Fabricate cleats of the same material as sheet, minimum 3/4 inches wide, interlockable with sheet.
 - 6. Hem exposed edges on underside 1/2 inch; miter and seam corners.
 - 7. Solvent cleans all sheet metal. Coat surfaces to be in contact with roofing or otherwise concealed with specified asphaltic paint; 0.015-inch minimum uniform thickness.
- B. Form pieces in longest possible lengths.
- C. Hem exposed edges on underside 1/2 inch; miter and seam corners.
- D. Form material with flat lock seams, except where otherwise indicated. At moving joints, use sealed lapped, bayonet-type or interlocking hooked seams.
- E. Fabricate corners from one piece with minimum 18-inch-long legs; seam for rigidity, seal with sealant.
- F. Fabricate vertical faces with bottom edge formed outward 1/4 inch (6 mm) and hemmed to form drip.

2.4 EDGE METAL SYSTEM AND METAL COPING SYSTEM

- A. R-Mer Drip Edge and R-Mer Coping system by The Garland Company or approved equal.
 - 1. ANSI SPRI ES-1 tested and certified.

2.5 ROOF-RELATED SHEET METAL AND FLASHINGS

- A. Roof-Related Sheet Metal and Flashings: As indicated, as specified in related sections, as required by roofing material manufacturers and referenced standards. Coordinate work of this section with

related sections. Provide complete systems without conflict or omission.

2.6 LADDERS, DRAINS AND HATCHES

- A. Hatch: Bilco or approved equal.
 - 1. Type S, all aluminum construction.
- B. Roof Drains: Zurn Z-100 or equal.
- C. Ladder: Alaco Ladder
 - 1. Fixed ladders of all aluminum construction

PART 3 EXECUTION

3.1 EXAMINATION

- A. Verify roof openings, curbs, pipes, sleeves, ducts, and vents through roof are solidly set, reglets in place, and nailing strips located.
- B. Verify roofing termination and base flashings are in place, sealed, and secure.
- C. Beginning of installation means acceptance of existing conditions.
- D. Field measure site conditions prior to fabricating work.

3.2 PREPARATION

- A. Install starter and edge strips, and cleats before starting installation.
- B. Back paint concealed metal surfaces with protective backing paint to a minimum dry film thickness of 15 mil.

3.3 INSTALLATION

- A. Install work watertight, without waves, warps, buckles, fastening stress, or distortion, allowing for expansion and contraction. Conform to referenced standards. Make metal joints watertight.
- B. Fastening of metal to walls and wood blocking shall comply with SMACNA Architectural Sheet Metal Manual, Factory Mutual 1-90 wind uplift specifications and/or manufacturer's recommendations whichever is of the highest standard.
- C. All accessories or other items essential to the completeness of sheet metal installation and watertight envelope of the building, whether specifically indicated or not, shall be provided.
- D. Reglets: Install in accordance with manufacturer's installation instructions.
- E. Metal fascia and copings shall be secured to wood nailers at the bottom edge with a continuous cleat. Cleats shall be at least one gauge heavier than the metal it secures.
- F. Install Sheet Membrane Waterproofing at closure flanges, under metal copings, caps and platforms; fully adhered, free of voids, blisters and buckling; roll as soon as practical following layout. Minimize exposure time to that period recommended by the manufacturer.
- G. Flashing: Joints at 10-foot maximum spacing and at 2-1/2-feet from corners. Butt joints with 3/16-inch space centered over matching 8-inch long backing plate with sealer tape in laps.

- H. Flanged flashings and roof accessories: Set on continuous sealer tape. Nail flanges through sealer tape and at 3-inch maximum spacing.
- I. Isolate metal from dissimilar metal with 2 coats of specified asphaltic paint, sealer tape or other approved coating, specifically made to stop electrolytic action. Use only stainless-steel fasteners to connect isolated dissimilar metals.
- J. Joints, fastenings, reinforcements and supports: Sized and located as required to preclude distortion or displacement due to thermal expansion and contraction. Conceal fastenings wherever possible.
- K. Secure flashings in place using concealed fasteners. Use exposed fasteners only where permitted.
- L. Flexible Flashing Installation:
 1. Prime substrates, as recommended by flexible flashing manufacturers, allow them to dry.
 2. Install flexible flashings at maximum feasible lengths to minimize lap joints.
 3. Peel release paper from roll to expose rubberized asphalt and position flashing to center over joint location before applying. Move along opening or joint, being careful to put flashing as evenly as possible over the opening. Avoid fish-mouths.
 4. Press flashing firmly into place with heavy hand pressure. Ensure continuous and intimate contact with substrates.
 5. If wrinkles develop, carefully cut out affected area and replace as outlined above.
- M. Apply plastic cement compound between metal flashings and felt flashings.
- N. Fit flashings tight in place. Make corners square, surfaces true and straight in planes, and lines accurate to profiles.
- O. Seal prefinished metal joints watertight.
- P. Solder other metal joints for full metal surface contact. After soldering, wash the metal clean with neutralizing solution and rinse with water.
- Q. Connect downspouts and rainwater leaders to storm sewer system. Seal connection watertight.
- R. Install hatches and ladders per manufacturer's recommendations.
- S. Install roof drains per manufacturer's recommendations.

3.4 FIELD QUALITY CONTROL

- A. Inspection will involve surveillance of work during installation to ascertain compliance with specified requirements.
- B. Tolerances
 1. Exposed surfaces: Free of dents, scratches, abrasions, or other visible defects; clean, ready for painting.
 2. Set flashings and sheet metal to straight, true lines with exposed faces aligned in plane as indicated.

3.5 SHOP FABRICATED SHEET METAL

- A. Installing Contractor shall be responsible for determining if the sheet metal systems are in general conformance with roof manufacturer's recommendations.
- B. Metal work shall be shop fabricated to configurations and forms in accordance with recognized

sheet metal practices.

- C. Hem exposed edges.
- D. Angle bottom edges of exposed vertical surfaces to form drip.
- E. All corners for sheet metal shall be lapped with adjoining pieces fastened and set in sealant.
- F. Joints for gravel stop fascia system, cap flashing, and surface-mount counterflashing shall be formed with a 1/4" opening between sections. The opening shall be covered by a cover plate or backed by an internal drainage plate formed to the profile of fascia piece. The cover plate shall be embedded in mastic, fastened through the opening between the sections and loose locked to the drip edges.
- G. Install sheet metal to comply with Architectural Sheet Metal manual, Sheet Metal and Air Conditioning Contractor's National Associations, Inc.

END OF SECTION

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bid Award for Invitation to Bid (ITB) #025-077-02 Various Sites Roof Repairs (Edison ES, Paden ES, and Lincoln MS)

Item Type: Action

Background: In alignment with Board Policy and Administrative Regulation 3311 for compliance with Public Contract Code 20111, AUSD published an Invitation To Bid (ITB) #025-077-02 for Various Sites Roof Repairs (Edison Elementary, Paden Elementary and Lincoln Middle) on February 3, 2025.

A mandatory bid conference and job-walk was conducted on February 19, 2025. Eight (8) organizations submitted their bids by the deadline of 3:00 p.m. on March 7, 2025. The public opening of sealed bids occurred at the District Office on March 10, 2025 at 8:30 a.m., and the apparent low bidder was RK Roofing & Construction, Inc.

Staff recommends that the Board award the bid to RK Roofing & Construction, Inc. tonight. The contract for services will be presented to the Board for approval at a future meeting.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Various Funding Sources, Low Bid \$324,109.00.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
▣ ITB 025-077-02	3/17/2025	Backup Material

Alameda Unified School District

PROJECT MANUAL

INVITATION TO BID 025-077-02

Various Sites Roof Repairs

Site	Address
Edison Elementary School	2700 Buena Vista Ave, Alameda, CA 94501
Paden Elementary School	444 Central Ave, Alameda, CA 94501
Lincoln Middle School	1250 Fernside Blvd, Alameda, CA 94501

DOCUMENT 00 01 10

TABLE OF CONTENTS - CONTRACT DOCUMENTS

PROCUREMENT AND CONTRACTING REQUIREMENTS

Division 00	Section	Title
	00 01 01	Title Page
	00 01 10	Table of Contents (This Document)
	00 11 16	Notice to Bidders / Invitation to Bid
	00 21 13	Instructions to Bidders
	00 31 19	Existing Information and Documentation Regarding Project Site (<u>NOT part of the Contract Documents</u>)
	00 32 00	Prequalification Questionnaire for Prospective Bidder (<u>NOT part of the Contract Documents</u>)(Submit to mtirona@alamedaunified.org on February 28, 2025, by 2:00pm)

<i>DOCUMENTS THAT BIDDER MUST SUBMIT AS PART OF ITS BID</i>		
	00 41 13	Bid Form
	00 43 13	Bid Bond (Security)
	00 43 36	Designated Subcontractors List
	00 43 40	Non-collusion Declaration
	00 43 50	Iran Contracting Act Certification

	00 45 00	Notice of Award
	00 45 10	Agreement
	00 45 40	Certifications to be Completed by Contractor
	00 45 55	Disabled Veteran's Business Enterprise Participation Certification
	00 45 85	Criminal Background Investigation/Fingerprinting Certification
	00 54 55	Escrow Agreement for Security Deposits in Lieu of Retention
	00 61 14	Performance Bond
	00 61 15	Payment Bond (Contractor's Labor and Material Bond)
	00 65 10	Notice to Proceed
	00 65 36	Warranty and Guarantee Form
	00 70 00	General Conditions
	00 01 10	Addenda – Project Manual (All addenda issued by District become part of the Contract).

GENERAL REQUIREMENTS

	01 64 00	Owner Furnished Products
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SPECIFICATIONS & DRAWINGS

	07 22 16	Roof Insulation
	07 55 00	Modified Bituminous Membrane Roofing
	07 56 30	Fluid Applied Roof Restoration
	07 61 00	Sheet Metal Flashing and Trim
	Exhibit A	Project Drawings

END OF SECTION

DOCUMENT 00 11 16

NOTICE TO BIDDERS / INVITATION TO BID

1. Notice is hereby given that the governing board ("Board") of the **Alameda Unified School District** ("District") will receive sealed bids for the following project:

Various Sites Roof Repairs

2. Sealed Bids will be received until 3:00pm, Friday, March 7, 2025, at the District Office, located at

2060 Challenger Drive, Alameda, California 94501

at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code. Any bid that is submitted after this time shall be non-responsive and returned to the bidder.

3. The Project consists of:

Project consists of all labor, equipment, materials, and supervision for major roof repairs at various school sites for Alameda Unified School District, as indicated in contract documents, located in Alameda, CA.

4. All bids shall be on the form provided by the district. Each bid must conform and be responsive to all pertinent Contract Documents, including, but not limited to, the Instructions to Bidders.
5. To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses:

B – General Engineering
C39 – Roofing

The Bidder's license(s) must be active and in good standing at the time of the bid opening and must remain so throughout the term of the Contract.

6. As security for its Bid, each bidder shall provide with its Bid form.
 - a bid bond issued by an admitted surety insurer on the form provided by the District,
 - cash, or
 - a cashier's check or a certified check, drawn to the order of the **Alameda Unified School District**, in the amount of ten percent (10%) of the total bid price. This bid security shall be a guarantee that the Bidder shall, within seven (7) calendar days after the date of the Notice of Award, enter a contract with the District for the performance of the services as stipulated in the bid.
7. The successful Bidder shall be required to furnish a 100% Performance Bond and a 100% Payment Bond if it is awarded the contract for the Project.
8. The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.
9. The successful Bidder and its subcontractors shall pay all workers on the Project not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are on file with the District and are

available to any interested party on request or at www.dir.ca.gov/opri/statistics_and_databases.html. Bidders and Bidders' subcontractors shall comply with the registration and qualification requirements pursuant to sections 1725.5 and 1771.1 of the California Labor Code.

10. A mandatory pre-bid conference and site visit will be held on February 19, 2025 at 11:30 AM at Edison Elementary School, 2700 Buena Vista Ave, Alameda, CA 94501. All participants are required to sign-in at the Administration Office. The Site Visit is expected to take approximately 1 hour. Failure to attend or tardiness will render bid ineligible.
11. Documents are available on February 3, 2025, for review at the District Office and electronically on the Alameda USD Website at the location below:

<https://www.alamedaunified.org/departments/fiscal-services>

12. The District's Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.
13. Proposed timeline:

The following is the anticipated Proposal and engagement schedule. Alameda USD may change the estimated dates and process as deemed necessary.

First Notice to Bidders Publishing	Monday, February 3, 2025
Second Notice to Bidders Publishing	Monday, February 10, 2025
Mandatory pre-bid job-walk	Wednesday, February 19, 2025 @ 11:30 AM
Last Day to Submit Questions and Seek Clarifications; Please send questions to: mtirona@alamedaunified.org	Monday, February 24, 2025, by 2:00pm
Answers posted to District website	Tuesday, February 25, 2025
Prequalification Questionnaire for Prospective Bidder Due (Submitted electronically to mtirona@alamedaunified.org)	Friday, February 28, 2025, by 2:00pm
BID Proposals Due	Friday, March 7, 2025, by 3:00pm
Notice of Intent to Award	Monday, March 10, 2025
Protest Period Ends	Monday, March 17, 2025
Board Approval	Tuesday, March 25, 2025
Project Start Date	Friday, June 6, 2025
Project Completion Date	Friday, August 8, 2025

END OF DOCUMENT

DOCUMENT 00 21 13

INSTRUCTIONS TO BIDDERS

Bidders shall follow the instructions in this document, and shall submit all documents, forms, and information required for consideration of a Bid.

Alameda Unified School District ("District") will evaluate information submitted by the apparent low Bidder and, if incomplete or unsatisfactory to District, Bidder's bid may be rejected at the sole discretion of District.

1. **Project.** Bids are requested for a general construction contract, or work described in general, for the following project:

Various Sites Roof Repairs

Site	Address
Edison Elementary School	2700 Buena Vista Ave, Alameda, CA 94501
Paden Elementary School	444 Central Ave, Alameda, CA 94501
Lincoln Middle School	1250 Fernside Blvd, Alameda, CA 94501

2. **Sealed Bids.** The district will receive sealed Bids from Bidders as indicated in the Invitation to Bid and each Bidder shall ensure that its Bid:
 - a. Is sealed and marked with the name and address of the Bidder, the Project name and number, the bid number and bid package (if applicable), and the date for opening bids.
 - b. Contains all documents as required herein; and
 - c. Is submitted by date and time shown in the Invitation to Bid.
3. **Bid Opening.** Bids will be opened at or after the time indicated for receipt of bids.
4. **Complete Bids.** Bidders must supply all information required by each Bid Document. Bids must be full and complete. District reserves the right in its sole discretion to reject any Bid as non-responsive as a result of any error or omission in the Bid. Each Bidder must complete and submit all of the following documents as its Bid:
 - Bid Form
 - Bid Bond or other security
 - Designated Subcontractors List
 - Non collusion Declaration
 - Iran Contracting Act Certification
 - a. **Bid Form.** Bidders must submit Bids on the Bid Form and all other required District forms. Bids not submitted on the District's required forms shall be deemed non-responsive and shall not be considered. Additional sheets required to fully respond to the requested information are permissible. Bidders shall not modify the Bid Form or qualify their Bids. Bidders shall not submit scanned, re-typed, word-processed, or otherwise recreated versions of the Bid Form or other District-provided documents.
 - b. **Bid Bond or Other Security.** Bidders must submit their Bid Form with cash, a cashier's check or a certified check payable to District, or a bid bond by an admitted surety insurer of not less than ten percent (10%) of their base Bid amount, including all additive alternates. The required form of corporate surety, Bid Bond, is provided by District and must be used and fully completed by Bidders choosing to provide a Bid Bond as security. The Surety on Bidders' Bid Bond must be an insurer admitted in the State of California and authorized to issue surety bonds in the State of California. Bids submitted without necessary bid security

will be deemed non-responsive and will not be considered.

- c. **Designated Subcontractors List.** Bidders must submit with the Bid the Designated Subcontractors List for those subcontractors who will perform any portion of Work, including labor, rendering of service, or specially fabricating and installing a portion of the Work or improvement according to detailed drawings contained in the plans and specifications, in excess of one half of one percent (0.5%) of total Bid. Failure to fully complete and submit this list when required by law shall result in Bid being deemed non-responsive and the Bid will not be considered.
 - d. **Non-Collusion Declaration.** Bidders shall submit the Non-Collusion Declaration with their Bids. Bids submitted without the Non-Collusion Declaration shall be deemed non-responsive and will not be considered.
 - e. **Iran Contracting Act Certification.** Bidders shall submit the Iran Contracting Act Certification with their Bids. Bids submitted without the Iran Contracting Act Certification shall be deemed non-responsive and will not be considered.
5. **Erasures.** Bids shall be clearly written without erasure or deletions. The District reserves the right to reject any Bid containing erasures or deletions.
 6. **Words / Numerals.** Discrepancies between written words and figures, or words and numerals, will be resolved in favor of written words.
 7. **Prevailing Wages.** Pursuant to sections 1770 et seq. of the California Labor Code, Bidder and all Subcontractors under the Bidder shall pay all workers on all work performed pursuant to the Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the State of California Department of Industrial Relations (DIR) for the type of work performed and the locality in which the work is to be performed within the boundaries of the District. Copies of the general prevailing rates of per diem wages for each craft, classification, or type of worker needed to execute the Contract, as determined by the DIR are on file with the District and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html.
 8. **Contractor Registration.** Bidder shall ensure that it and its Subcontractors comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5. Bidder and its subcontractors shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code or engage in the performance of the Contract.
 9. **DVBE.** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction and/or modernization of school building(s) to have a participation goal for disabled veteran business enterprises (“DVBE”) of at least three percent (3%) per year of the overall dollar amount expended on projects that receive state funding. For any project that is at least partially state-funded, the low Bidder must submit certification of compliance with the procedures for implementation of DVBE contracting goals with its signed Agreement. DVBE Certification Participation Forms are attached. Bidders should not submit these forms with their Bids.
 10. **Bidder Diligence.** Submission of Bid signifies careful examination of the Contract Documents and a complete understanding of the nature, extent, and location of Work to be performed. Bidders must complete the tasks listed below as a condition to bidding, and submission of Bid shall constitute the Bidder's express representation to District that Bidder has fully completed the following:
 - a. Bidder has visited the Project Site, if required, and has examined thoroughly and understood the nature and extent of the Contract Documents, Work, Site, locality, actual conditions, as-built conditions, and all

local conditions and federal, state and local laws, and regulations that in any manner may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of the means, methods, techniques, sequences, or procedures of construction to be employed by Bidder and safety precautions and programs incident thereto;

- b. Bidder has conducted or obtained and has understood all examinations, investigations, explorations, tests, reports, and studies that pertain to the subsurface conditions, as-built conditions, underground facilities, and all other physical conditions at or contiguous to the Site or otherwise that may affect the cost, progress, performance, or furnishing of Work, as Bidder considers necessary for the performance or furnishing of Work at the Contract Price, within the Contract Time, and in accordance with the other terms and conditions of Contract Documents, including specifically the provisions of the General Conditions; and no additional examinations, investigations, explorations, tests, reports, studies, or similar information or data are or will be required by Bidder for such purposes;
- c. Bidder has correlated its knowledge and the results of all such observations, examinations, investigations, explorations, tests, reports, and studies with the terms and conditions of the Contract Documents;
- d. Bidder has given the District prompt written notice of all conflicts, errors, ambiguities, or discrepancies that it has discovered in or among the Contract Documents and the actual conditions, and the written resolution thereof by the District is acceptable to Bidder;
- e. Bidder has made a complete disclosure in writing to the District of all facts bearing upon any possible interest, direct or indirect, that Bidder believes any representative of the District or other officer or employee of the District presently has or will have in this Contract or in the performance thereof or in any portion of the profits thereof;
- f. Bidder must, prior to bidding, perform the work, investigations, research, and analysis required by the Instructions to Bidders and that Bidder represented in its Bid Form and the Agreement that it performed prior to bidding. Bidder is charged with all information and knowledge that a reasonable bidder would ascertain from having performed this required work, investigation, research, and analysis. Bid prices must include entire cost of all work "incidental" to completion of the Work.
- g. **Conditions Shown on the Contract Documents:** Information as to underground conditions, as-built conditions, or other conditions or obstructions, indicated in the Contract Documents, e.g., on Drawings or in Specifications, has been obtained with reasonable care, and has been recorded in good faith. However, District only warrants, and Bidder may only rely, on the accuracy of limited types of information.
 - (1) As to the above-ground conditions or as-built conditions shown or indicated in the Contract Documents, there is no warranty, express or implied, or any representation express or implied, that such information is correctly shown or indicated. This information is to be verified by independent investigation and Bidder is required to make such verification as a condition to bidding. In submitting its Bid, Bidder shall rely on the results of its own independent investigation. In submitting its Bid, Bidder shall not rely on District-supplied information regarding above-ground conditions or as-built conditions.
 - (2) As to any subsurface condition shown or indicated in the Contract Documents, Bidder may rely only upon the general accuracy of actual reported depths, actual reported character of materials, actual reported soil types, actual reported water conditions, or actual obstructions shown or indicated. District is not responsible for the completeness of such information for bidding or construction; nor is District responsible in any way for any conclusions or opinions of Bidder drawn from such information; nor is District responsible for subsurface conditions that are not specifically shown (for example, District is not responsible for soil conditions in areas contiguous to areas where a subsurface condition is shown).

- h. **Conditions Shown in Reports and Drawings Supplied for Informational Purposes:** Reference is made to the document entitled Existing Information and Documentation Regarding Project Site, for identification of:
- (1) Subsurface Conditions: Those reports of explorations and tests of subsurface conditions at or contiguous to the Project Site that have been utilized by Architect in preparing the Contract Documents; and
 - (2) Physical Conditions: Those drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Project Site that has been utilized by Architect in preparing the Contract Documents.
 - (3) These reports and drawings are **not** Contract Documents and, except for any “technical” data regarding subsurface conditions specifically identified in Existing Information and Documentation Regarding Project Site, and underground facilities data, Bidder may not in any manner rely on the information in these reports and drawings. Subject to the foregoing, Bidder must make its own independent investigation of all conditions affecting the Work and must not rely on information provided by District.
11. **As-Builts.** Bidders may examine any available “as-built” drawings of previous work by giving District reasonable advance notice. District will not be responsible for accuracy of “as-built” drawings. The document entitled Existing Information and Documentation Regarding Project Site applies to all supplied “as-built” drawings.
12. **Questions.** All questions about the meaning or intent of the Contract Documents are to be directed in writing to the District. Interpretations or clarifications considered necessary by the District in response to such questions will be issued in writing by Addenda faxed, mailed, or delivered to all parties recorded by the District as having received the Contract Documents. Questions received less than **SEVEN (7)** calendar days prior to the date for opening Bids may not be answered. Only questions answered by formal written Addenda will be binding. Oral and other interpretations or clarifications will be without legal effect.
13. **Addenda.** Addenda may also be issued to modify parts of the Contract Documents as deemed advisable by the District. Bidder must acknowledge each Addendum in its Bid Form by number or its Bid may be considered non-responsive. Each Addenda shall be part of the Contract Documents. A complete listing of Addenda may be obtained from the District.
14. **Substitution for Specified Items.** Bids shall be based on products and systems specified in Contract Documents or listed by name in Addenda. All requests must comply with the requirements specified in the Special Conditions, the Specifications and the following:
- a. **Request for Substitution Prior to Bid.**
 - (1) District must receive any request for substitution a minimum of **FOURTEEN (14)** calendar days prior to the date of bid opening.
 - (2) The District’s denial of a substitution request prior to the date of bid opening shall be conclusive, requiring Bidders to list only approved items. The District is not responsible and/or liable in any way for a Bidder’s damages and/or claims related, in any way, to that Bidder’s basing its bid on any requested substitution that the District has not approved. Bidder’s Bid shall be deemed non-responsive if it identifies a product or manufacturer of a non-approved substitution.
 - (3) Approved substitutions shall be listed in Addenda.

- (4) District reserves the right not to act upon submittals of substitutions until after the date of bid opening.
- b. **Request for Substitution after Bid Award.** Substitutions may be requested after Contract has been awarded only if indicated in and in accordance with requirements specified in the Special Conditions.
- c. **Information with Request.** Requests for substitutions shall contain sufficient information to assess acceptability of the product or system and impact to Project, including, without limitation, the requirements specified in the Special Conditions and the Specifications. Insufficient information shall be grounds for rejection of substitution.
15. **Alternates.** The Contract may include alternates. Alternates are defined as alternate products, materials, equipment, systems, methods, or major elements of the construction, that may, at the District's option and under terms established in the Contract and pursuant to section 20103.8 of the Public Contract Code, be selected for the Work. The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on the criteria as indicated in the Invitation to Bid.
16. **Notice of Award.** The Bidder awarded the Contract shall execute and submit the following documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit these documents entitles District to, among other remedies, make a claim against Bidder's Bid Bond or deposit Bidder's cash, cashier's check, or certified check. The proceeds thereof may be retained by District as liquidated damages, in District's sole discretion.
- a. Agreement: To be executed by successful Bidder. Submit four (4) copies, each bearing an original signature.
- b. Performance Bond (100%): On the form provided in the Contract Documents and fully executed as indicated on the form.
- c. Payment Bond (100%) (Contractor's Labor and Material Bond): On the form provided in the Contract Documents and fully executed as indicated on the form.
- d. Insurance Certificates and Endorsements as required.
- e. Certifications to be Completed by Contractor
17. **Notice to Proceed.** District may issue a Notice to Proceed within **THREE (3)** months from the date of the Notice of Award. Upon receipt of the Notice to Proceed, Contractor shall complete the Work within the period of time indicated in the Contract Documents. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation or additional time when the Notice to Proceed is issued within the 3-month period.
- a. The District may postpone issuing the Notice to Proceed beyond the 3-month period, upon reasonable notice to Contractor.
- b. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation as a result of the postponement of the issuance of the Notice to Proceed beyond the 3-month period. If the Contractor believes that a postponement of issuance of the Notice to Proceed will cause a hardship to Contractor, the Contractor may terminate the Contract. Contractor's termination due to a postponement beyond the 3-month period shall be by written notice to District within **SEVEN (7)** calendar days after receipt by Contractor of District's notice of postponement.
- c. It is further understood by Contractor that in the event Contractor terminates the Contract as a result of postponement by the District, District shall only be obligated to pay Contractor for the Work that Contractor had performed at the time of notification of postponement and which the District had in

writing authorized Contractor to perform prior to issuing a Notice to Proceed.

- d. Should Contractor terminate the Contract as a result of a notice of postponement, District shall have the authority to award the Contract to the next lowest responsive responsible bidder.
18. **Bid Protests.** Any bid protest by any Bidder regarding any other bid on this Project must be submitted in writing to the **Purchasing Department** at the District, before 2:00PM, March 17, 2025. The Purchasing Department will take steps to resolve the bid protest and, if that is not successful, the Business Services /Purchasing Department will refer the bid protest to the Superintendent or his/her designee that is a deputy superintendent and/or a chief officer. These steps are mandatory prior to any bid protest or award of a contract without a resolved bid protest being brought to the District's governing board for consideration.
- a. The protest must contain a complete statement of any and all bases for the protest.
 - b. The protest must refer to the specific portions of all documents that form the bases for the protest, including the specific portion(s) of the bid(s) that the Bidder is protesting.
 - c. The protest must include the name, address and telephone number of the person representing the protesting party.
 - d. The party filing the protest must concurrently transmit a copy of the protest and any attached documentation to all other parties with a direct financial interest that may be adversely affected by the outcome of the protest. Such parties shall include all other bidders or proposers who appear to have a reasonable prospect of receiving an award depending upon the outcome of the protest.
 - e. The procedure and time limits set forth in this paragraph are mandatory and are each bidder's sole and exclusive remedy in the event of bid protest. Failure to comply with these procedures shall constitute a waiver of any right to further pursue the bid protest, including filing a Government Code Claim or legal proceedings.
19. **Rejection of Bids.** District reserves the right to reject any or all bids, including without limitation the right to reject any or all nonconforming, non-responsive, unbalanced, or conditional bids, to re-bid, and to reject the bid of any bidder if District believes that it would not be in the best interest of the District to make an award to that bidder, whether because the bid is not responsive or the bidder is unqualified or of doubtful financial ability or fails to meet any other pertinent standard or criteria established by District. District also reserves the right to waive inconsequential deviations not involving price, time, or changes in the Work. For purposes of this paragraph, an "unbalanced bid" is one having nominal prices for work item(s) that represent substantive work and/or overly enhanced prices for nominal work item(s).
20. **Bidder Responsibility.** Prior to the award of Contract, District reserves the right to consider the responsibility of the Bidder. District may conduct investigations as District deems necessary to assist in the evaluation of any bid and to establish the responsibility, including, without limitation, qualifications and financial ability of Bidders, proposed subcontractors, suppliers, and other persons and organizations to perform and furnish the Work in accordance with the Contract Documents to District's satisfaction within the prescribed time.

END OF DOCUMENT

DOCUMENT 00 31 19

EXISTING INFORMATION AND DOCUMENTATION REGARDING PROJECT SITE

1. Summary

This document describes existing conditions at or near the Project and use of information available regarding existing conditions. This document is **not** part of the Contract Documents. See General Conditions for definition(s) of terms used herein. Contractor is required to request from the District a copy of any reports that it believes are necessary to perform Contractor's Work in a safe, efficient, and workman-like manner.

2. Reports and Information on Existing Conditions

- a. Documents providing a general description of the Site and conditions of the Work may have been collected by District, its consultants, contractors, and tenants. These documents may include previous contracts, contract specifications, tenant improvement contracts, as-built drawings, utility drawings, and information regarding underground facilities.
- b. Information regarding existing conditions may be inspected at the District offices or the Construction Manager's offices, if any, and copies may be obtained at cost of reproduction and handling upon Bidder's agreement to pay for such copies. These reports, documents, and other information are **not** part of the Contract Documents.
- c. Information regarding existing conditions may also be included in the Project Manual but shall **not** be considered part of the Contract Documents.

3. Use of Information

- a. Information regarding existing conditions was obtained only for use of District and its consultants, contractors, and tenants for planning and design and is **not** part of the Contract Documents.
- b. District does not warrant, and makes no representation regarding, the accuracy or thoroughness of any information regarding existing conditions. Bidder represents and agrees that in submitting a bid it is not relying on any information regarding existing conditions supplied by District.
- c. Under no circumstances shall District be deemed to warrant or represent existing above-ground conditions, as-built conditions, or other actual conditions, verifiable by independent investigation. These conditions are verifiable by Contractor by the performance of its own independent investigation that Contractor must perform as a condition to bidding, and Contractor should not and shall not rely on this information or any other information supplied by District regarding existing conditions.
- d. Any information shown or indicated in the reports and other data supplied herein with respect to existing underground facilities at or contiguous to the Project may be based upon information and data furnished to District by the District's employees and/or consultants or builders of such underground facilities or others. District does not assume responsibility for the completeness of this information, and Bidder is solely responsible for any interpretation or conclusion drawn from this information.
- e. District shall be responsible only for the general accuracy of information regarding underground facilities, and only for those underground facilities that are owned by District, and only where Bidder has conducted the independent investigation required of it pursuant to the Instructions to Bidders, and discrepancies are not apparent.

4. Limited Reliance on Certain Information

- a. Reference is made herein for identification of:
 - (1) Reports of explorations and tests of subsurface conditions at or contiguous to the Site that have been utilized by District in preparation of the Contract Documents.
 - (2) Drawings of physical conditions in or relating to existing subsurface structures (except underground facilities) that are at or contiguous to the Site and have been utilized by District in preparation of the Contract Documents.
- b. Bidder may rely upon the general accuracy of the “technical data” contained in the reports and drawings identified above, but only insofar as it relates to subsurface conditions, provided Bidder has conducted the independent investigation required pursuant to Instructions to Bidders, and discrepancies are not apparent. The term “technical data” in the referenced reports and drawings shall be limited as follows:
 - (1) The term “technical data” shall include actual reported depths, reported quantities, reported soil types, reported soil conditions, and reported material, equipment or structures that were encountered during subsurface exploration. The term “technical data” does not include, and Bidder may not rely upon, any other data, interpretations, opinions or information shown or indicated in such drawings or reports that otherwise relate to subsurface conditions or described structures.
 - (2) The term “technical data” shall not include the location of underground facilities.
 - (3) Bidder may not rely on the completeness of reports and drawings for the purposes of bidding or construction. Bidder may rely upon the general accuracy of the “technical data” contained in such reports or drawings.
 - (4) Bidder is solely responsible for any interpretation or conclusion drawn from any “technical data” or any other data, interpretations, opinions, or information provided in the identified reports and drawings.

5. Investigations/Site Examinations

- a. Before submitting a Bid, each Bidder is responsible for conducting or obtaining any additional or supplementary examinations, investigations, explorations, tests, studies, and data concerning conditions (surface, subsurface, and underground facilities) at or contiguous to the Site or otherwise, that may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of the means, methods, techniques, sequences, or procedures of construction to be employed by Bidder and safety precautions and programs incident thereto or that Bidder deems necessary to determine its Bid for performing and furnishing the Work in accordance with the time, price, and other terms and conditions of Contract Documents.
- b. On request, District will provide each Bidder access to the Site to conduct such examinations, investigations, explorations, tests, and studies, as each Bidder deems necessary for submission of a Bid. Bidders must fill all holes and clean up and restore the Site to its former condition upon completion of its explorations, investigations, tests, and studies. Such investigations and Site examinations may be performed during any and all Site visits indicated in the Invitation to Bid and only under the provisions of the Contract Documents, including, but not limited to, proof of insurance and obligation to indemnify against claims arising from such work, and District’s prior approval.

END OF DOCUMENT

DOCUMENT 00 32 00

PREQUALIFICATION QUESTIONNAIRE FOR PROSPECTIVE BIDDERS

The **Alameda Unified School District** (“District”) has determined that contractors on future projects (“Contractor(s)” or “Firm(s)”) must be prequalified prior to submitting a bid or proposal on a project. This form must be completed by:

- A Contractor with a, General B or C-39 license(s) that intends to bid as a **General Contractor** (prime contractor) directly to the district.
- A Contractor with a C-39 license(s) that intends to bid as a **First-Tier subcontractor** to a general contractor (prime contractor) that is bidding directly to the district.

Form Submission. Contractors must complete this District form and **submit electronically** as indicated below; no other prequalification documents submitted by a Contractor will meet the District’s requirements. All Contractors shall submit completed questionnaires and financial statements as follows:

Location	Date
Email: mtirona@alamedaunified.org Alameda Unified School District 2060 Challenger Drive Alameda CA 94501 Attn: Marilou Tirona	Friday, February 28, 2025, by 2:00pm General (prime) Contractors & First-tier subcontractors

Contractor List. The District will make available a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors to all prequalified Contractors at least five (5) Business Days prior to the date for submission of any response to a District bid or other solicitation covered by this prequalification.

References. The District reserves the right to contact any representative at Contractor’s previous projects to gather information about the Contractor and/or to base the District’s prequalification determination on a scoring of Contractor’s references’ responses to questions.

Updates. Contractors who are prequalified must update their prequalification questionnaire if or when Contractor’s status or information changes. The District reserves the right to adjust, suspend, or rescind the prequalification rating of any Contractor based on subsequently learned information.

Non-responsiveness. A Contractor’s prequalification questionnaire shall be deemed nonresponsive if, without limitation, the Contractor’s prequalification questionnaire is not returned on time, does not provide all requested information, is not signed under penalty of perjury by an individual who has the authority to bind the Contractor, is not updated as required or is misleading or inaccurate in any material manner (e.g., financial resources are overstated; previous violations of law are not accurately reported).

Rejection/Waiver/Request. The District reserves the right, in its sole discretion, to reject any or all prequalification questionnaires, to waive irregularities in any prequalification questionnaire or to request further information or documentation from any Contractor.

Public Records. Although the names of Contractors seeking prequalification may be public information, pursuant to, without limitation, Public Contract Code sections 20111.5(a) and 20111.6 (b), each Contractor’s questionnaire and financial statements “shall not be public records and shall not be open to public inspection.” However, the contents of Contractor’s prequalification questionnaires and financial statements may be disclosed to third parties for purposes of clarification or investigation of material allegations or in any appeal process.

Appeal. A Contractor may appeal the District's decision. If a Contractor decides to appeal the District's prequalification decision, it must follow the following procedure:

1. Contractor shall submit, in writing, within **FIVE (5)** Business Days from District's determination, a request for a written response from the District to explain the District's determination.
2. Within five (5) Business Days from receipt of the District's written response to the Contractor's request, Contractor may submit, in writing, a request for a meeting with the District's staff. Contractor may submit with the request any and all information that it believes supports a finding that District's determination should be changed.
3. District staff shall hold a meeting with the Contractor. If the Contractor continues to contest the District's determination after that meeting with District staff, then the Contractor may address the Board at the next public noticed meeting of the District's governing board, pursuant to the governing board's procedures for public comment. **TO PRESERVE THE CONTRACTOR'S RIGHT TO CHALLENGE THE DISTRICT'S DETERMINATION, THE CONTRACTOR SHALL ADDRESS THE BOARD AT THE NEXT PUBLIC NOTICED MEETING OF THE BOARD AFTER CONTRACTOR'S MEETING WITH DISTRICT STAFF.**
4. **FAILURE OF A CONTRACTOR TO TIMELY FOLLOW ALL APPEAL STEPS SHALL BE A WAIVER OF THE CONTRACTOR'S RIGHT TO APPEAL THE DISTRICT'S DECISION.**

CONTRACTOR (OR "FIRM") INFORMATION		
Contractor's company name:		
Address:		
Telephone:		
Mobile telephone:		
E-mail:		
Years in business under current company name:		
Years at the above address:		
Types of work performed with own forces:		
Gross revenue of the Firm for the past three (3) years:		
\$	\$	\$
Submit an audited or reviewed financial statement for the past two (2) full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.		
Name of license holder exactly as on file with the California State License Board:		
License classification(s):		
License Number(s):		
License expiration date(s):		
Department of Industrial Relations registration number (Per Labor Code section 1725.5):		
Number of years license holder has held the listed license(s):		
Number of years Contractor has done business in California under contractor's license law:		
Number of years Contractor has done business in California under current Contractor's license:		
Has your Firm changed name(s) or license number(s) in the past five (5) years? (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Has there been any change in ownership of the Firm at any time in the past five (5) years? NOTE: A corporation whose shares are publicly traded is not required to answer this question. (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Is the Firm a subsidiary, parent, holding company, or affiliate of another construction firm? NOTE: Include information about other firms if one firm owns ten percent (10%) or more of another, or if an owner, partner, or officer of your Firm holds a similar position in another firm. (Y / N). If "yes", explain on a separate signed sheet, the name of the related company(ies) and the percent ownership.		
Indicate the form of Contractor's firm (type of business entity):		
_____ Individual	_____ Sole Proprietorship	
_____ Partnership	_____ Limited Partnership	
_____ Limited Liability Company	_____ Joint Venture	
_____ Corporation, State: _____		
_____ Other: _____		

List the following for each corporation officer, general partner, limited partner, owner, etc. (as applicable) for the Contractor's type of entity. For joint ventures, include this information for each entity in the joint venture and the percent ownership of each joint venture. Attach all additional information on separate signed sheets as needed.

Name	Position	Years with Co.	% Ownership

Identify every construction firm, contractor and/or construction management firm that the Contractor or any person listed above has been associated with (as officer, general partner, limited partner, owner, RMO, RME etc.) at any time during the **past five (5) years** ("Associated Firm"). Include all additional references and/or information on separate signed sheets.
 NOTE: For this question, "owner" and "partner" refers to ownership of ten percent (10%) or more of the business, or ten percent (10%) or more of its stock if the business is a corporation. include all additional information on separate signed sheets as needed.

Name of Person at Associated Firm	Name of Associated Firm	Contractor's License No. of Associated Firm	Dates of Person's Participation with Associated Firm

CONTRACTOR'S BONDING COMPANY (SURETY) INFORMATION		
Name(s) of bonding company(ies) your Firm has utilized over the past five (5) years (not broker or agency):		
Address(es) of those bonding company(ies):		
Number of years Contractor has been with those bonding company/surety:		
Name of broker/agent:		
Address of broker/agent:		
Telephone number of broker/agent:		
E-mail of broker/agent:		
Contractor's total current bonding capacity: \$		

CONTRACTOR'S INSURANCE INFORMATION		
Name of insurance company(ies) your Firm has utilized over the past five (5) years (not broker or agency):		
Address of those insurance company(ies):		
"Best" rating(s) for those insurance company(ies):		
Number of years Contractor has been with those insurance company(ies):		
Name of broker/agent:		
Address of broker/agent:		
Telephone number of broker/agent:		
E-mail of broker/agent:		
Contractor's current insurance limits for the following types of coverage:		
Commercial General Liability	Each occurrence	\$
	General aggregate	\$
Product Liability & Completed Operations	Each occurrence	\$
	General aggregate	\$
Automobile Liability – Any Auto	Combined Single Limit (per occurrence)	\$
Employers' Liability		\$
Builder's Risk (Course of Construction)		
Workers' Compensation Experience Modification Rate for the past five (5) premium years:		
(1) Current year:	(2)	(3)
	(4)	(5)

QUESTIONS

Pass/Fail Questions (Essential Criteria)		CIRCLE ONE	
1a.	GENERAL CONTRACTORS ONLY: Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> • Three (3) California K-12 public school district construction projects, • Each with a value of at least \$750,000, and • All within the past five (5) years? (Please circle one) <p>NOTE: You must list these projects in the “Contractor Project References” Section.</p>	YES	NO
		NO = cannot prequalify	
1b.	FIRST-TIER SUBCONTRACTORS ONLY: Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> • Two (2) California K-12 public school district construction projects, • Each with a value of at least \$750,000, and • All within the past five (5) years? (Please circle one). <p>NOTE: You must list these projects in the “Contractor Project References” Section.</p>	YES	NO
		NO = cannot prequalify	
2.	Does your Firm currently hold all contractors’ license(s) necessary to perform the work and have those license(s) been consistently active for at least five (5) years without revocation or suspension? (Please circle one).	YES	NO
		NO = cannot prequalify	
3.	Has your Firm or an Associated Firm been found non-responsible, debarred, disqualified, forbidden, or otherwise prohibited from performing work and/or bidding on work for any public agency within California within the past five (5) years? (Please circle one).	YES	NO
		YES = cannot prequalify	
4.	Has your Firm or an Associated Firm defaulted on a contract or been terminated for cause by any public agency on any project within California within the past five (5) years and, if so and if challenged, has that default or termination been upheld by a court or an arbitrator? (Please circle one).	YES	NO
		YES = cannot prequalify	
5.	Has your Firm or an Associated Firm or any of their owners or officers been convicted of a crime under federal, state, or local law involving: <ol style="list-style-type: none"> (1) Bidding for, awarding of, or performance of a contract with a public entity. (2) Making a false claim(s) to any public entity; or (3) Fraud, theft, or other act of dishonesty to any contracting party within the past ten (10) years? (Please circle one). 	YES	NO
		YES = cannot prequalify	
6.	Has a performance bond surety for your Firm or a performance bond surety for an Associated Firm had to: <ol style="list-style-type: none"> (1) Takeover or complete a project, (2) Supervise the work of a project, or (3) Pay amounts to third parties to satisfy claims against your performance bond related to construction activities of your Firm or an Associated Firm within the past five (5) years? (Please circle one). 	YES	NO
		YES = cannot prequalify	
<div style="display: flex; align-items: center; justify-content: center;"> <p> If you answered: “NO” to questions 1a, 1b, or 2 or “YES” to questions 3-6, then STOP. You are not eligible for prequalification at this time. </p> </div>			

Scored Questions		CIRCLE ONE	
1.	<p>Has your Firm paid liquidated damages pursuant to a contract for a project with either a public or private owner within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), damages(s), and date(s).</p>	YES	NO
2.	<p>Has your Firm paid a premium of more than one percent (1%) for a performance and payment bond on any project(s) within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), the premium amount(s), and date(s).</p>	YES	NO
3.	<p>Has any insurer had to pay amounts to third parties that were in any way related to construction activities of your Firm within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), the amount(s) paid, and date(s).</p>	YES	NO
4.	<p>Has your Firm's Workers' Compensation Experience Modification Rate exceeded 1.0 at any time for the past five (5) premium years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the EMR(s) and the applicable date(s).</p>	YES	NO
5.	<p>Has there been a period when your Firm had employees but was without workers' compensation insurance or state-approved self-insurance within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the reason(s) for not having this insurance and the applicable date(s).</p>	YES	NO
6.	<p>Has your Firm declared bankruptcy or been placed in receivership within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the type of bankruptcy, the Firm's current recovery plan, and the applicable date(s).</p>	YES	NO
7.	<p>Has your Firm been denied bond coverage by a surety company, or has there been a period of time when your Firm had no surety bond in place during a public construction project when one was required within the past five (5) years? (Please circle one).</p> <p>If YES, provide details on a separate signed sheet indicating the date(s) when your Firm was denied coverage and the name of the company or companies which denied coverage; and the period(s) during which you had no surety bond in place.</p>	YES	NO
8.	<p>Has a project owner, general contractor, architect, or construction manager filed claim(s) in an amount exceeding \$50,000 against your Firm, or has your Firm filed claim(s) in an amount exceeding \$50,000 against a project owner, general contractor, architect, or construction manager in the past five (5) years?</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), claim(s) and the date(s) of claim(s).</p>	YES	NO

9.	<p>Has your Firm or an Associated Firm been cited and/or assessed any penalties for non-compliance with state and/or federal laws and/or regulations, including public bidding requirements and Labor Code violations, within the past five (5) years?</p> <p>If “YES,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation(s) and/or assessment(s).</p>	YES	NO
10.	<p>Has your Firm been cited and/or assessed penalties by the Environmental Protection Agency, any air quality management district, any regional water quality control board, or any other environmental agency within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation.</p>	YES	NO
11.	<p>Has CAL OSHA and/or federal Occupational Safety and Health Administration cited and assessed penalties against your Firm, including any “serious,” “willful” or “repeat” violations of safety or health regulations within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation. If the citation was appealed and a decision has been issued, state the case number and the date of the decision.</p>	YES	NO
12.	<p>Has your Firm been required to pay either back wages or penalties for its failure to comply with California’s prevailing wage laws, with California’s apprenticeship laws or regulations, or with federal Davis-Bacon prevailing wage laws within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), the nature of the violation(s), the name and owner of the project(s), the number of employees who were initially underpaid and the amount of back wages and penalties that your Firm was required to pay.</p>	YES	NO
13.	<p>Does your Firm require weekly documented safety meetings to be held for construction employees and field supervisors during the course of a project?</p>	YES	NO
14.	<p>Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your Firm for use on any public work project for which you are awarded a contract by the District.</p>		

CONTRACTOR PROJECT REFERENCES

List **ALL** projects in which your Firm has participated as a contractor or first-tier subcontractor during the past **four (4) years** with a Firm contract value of more than **\$500,000**.

- You may limit your response to the thirty (30) most-recently completed projects, but you **must** include at least the three (3) most recent California K-12 public school projects with a contract value of more than \$500,000 performed by your Firm.
- Include all information indicated below on separate signed sheets as necessary, and explain or clarify any response as necessary

Project Name/Identification:

Project address/location:

Project owner, contact person, and telephone:

Project architect name and telephone number:

If contractor was a subcontractor on the project, name of general contractor and telephone number:

Scope of Work:

Original completion date:

Date completed:

Initial contract value (as of time of bid award):

Final contract value:

Did the project include constructing or modernizing an earthquake resistant building?

CERTIFICATION

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

Date: _____

Proper Name of Contractor: _____

Signature: _____

By: _____ (Print Name)

Title: _____

DOCUMENT 00 41 13

BID FORM

To: Governing Board of **Alameda Unified School District** ("District")

From: _____
(Proper Name of Bidder)

1. **Total Bid.** The undersigned declares that the Contract Documents including, without limitation, the Invitation to Bid, the Instructions to Bidders, and the Special Conditions have been read, and agrees and proposes to furnish all necessary labor, materials, and equipment to perform and furnish all work in accordance with the terms and conditions of the Contract Documents, including, without limitation, the Drawings and Specifications for the following project:

Various Sites Roof Repairs

and will accept in full payment for that Work the following total lump sum amount, all taxes included:

Dollars	\$	
Bid Item No. 1 for <u>All scope items per specifications and drawings for the Edison Elementary School Site.</u>		
Dollars	\$	
Bid Item No. 2 for <u>All scope items per specifications and drawings for the Paden Elementary School Site.</u>		
Dollars	\$	
Bid Item No. 3 for <u>All scope items per specifications and drawings for the Lincoln Middle School Site.</u>		
Twenty Thousand	Dollars	\$ 20,000.00
Allowance for <u>unforeseen damaged roof deck, flashings, or other roof accessories not captured in the specifications and drawings as approved by AUSD.</u>		
Dollars	\$	
TOTAL BASE BID		
NOTE: IF THERE ARE ALLOWANCES IDENTIFIED IN THIS BID FORM, DO NOT INCLUDE ANY ALLOWANCE(S) AMOUNTS IN THESE BID AMOUNTS.		

2. **Contract Review.** The undersigned has reviewed the Work outlined in the Contract Documents and fully understands the scope of Work required in this bid, understands the construction and project management function(s) is described in the Contract Documents, and that each Bidder who is awarded a contract shall be in fact a prime contractor, not a subcontractor, to the District, and agrees that its bid, if accepted by the District, will be the basis for the Bidder to enter into a contract with the District in accordance with the intent of the

Contract Documents.

3. **Requests for Clarification.** The undersigned has notified the District in writing of any discrepancies or omissions or of any doubt, questions, or ambiguities about the meaning of any of the Contract Documents, and has contacted the Construction Manager before bid date to verify the issuance of any clarifying Addenda.
4. **Contract Time.** The undersigned agrees to commence work under this Contract on the date established in the Contract Documents and to complete all work within the time specified in the Contract Documents.
5. **Contractual Provisions.** The undersigned hereby acknowledges and agrees to be bound by following provisions and all provisions in the Contract Documents:
 - The liquidated damages clause of the General Conditions and Agreement.
 - The "Changes in the Work" provisions in the General Conditions that limit the permitted charges and mark-ups on change orders and on the amount of home office overhead that the successful bidder can receive from the District.
 - The "Claims" provisions in the General Conditions that delineate the required process to submit and process disputes and claims.
6. **Bid Open for 90 Days.** It is understood that the District reserves the right to reject this bid and that the bid shall remain open to acceptance and is irrevocable for a period of ninety (90) days.
7. **Attachments.** The following documents are attached hereto:
 - The Bid Bond on the District's form or other security
 - The Designated Subcontractors List
 - The Non Collusion Declaration
 - Iran Contracting Act Certification
8. **Addenda Acknowledgement.** Receipt and acceptance of the following addenda is hereby acknowledged:

No.____, Dated _____	No.____, Dated _____
No.____, Dated _____	No.____, Dated _____
No.____, Dated _____	No.____, Dated _____
<input type="checkbox"/> Or check here if no addenda were issued.	

9. **Bidder's License.**
 - Bidder acknowledges that the license required for performance of the Work is as stated in the Invitation to Bid.
 - Bidder certifies that it is, at the time of bidding, and shall be throughout the period of the contract, licensed by the State of California to do the type of work required under the terms of the Contract

Documents. Bidder further certifies that it is regularly engaged in the general class and type of work called for in the Contract Documents.

10. **Labor Harmony.** The undersigned hereby certifies that Bidder is able to furnish labor that can work in harmony with all other elements of labor employed or to be employed on the Work.
11. **DIR Registration.** Bidder shall ensure that it and its Subcontractors comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5.
12. **General Acknowledgement.** The Bidder represents that it is competent, knowledgeable, and has special skills with respect to the nature, extent, and inherent conditions of the Work to be performed. Bidder further acknowledges that there are certain peculiar and inherent conditions existent in the construction of the Work that may create, during the Work, unusual or peculiar, unsafe conditions hazardous to persons and property. Bidder expressly acknowledges that it is aware of such peculiar risks and that it has the skill and experience to foresee and to adopt protective measures to adequately and safely perform the Work with respect to such hazards.
13. **False Claims Act.** Bidder expressly acknowledges that it is aware that if a false claim is knowingly submitted (as the terms "claim" and "knowingly" are defined in the California False Claims Act, Cal. Gov. Code, §12650 et seq.), the District will be entitled to civil remedies set forth in the California False Claim Act. It may also be considered fraud and the Contractor may be subject to criminal prosecution.

Furthermore, Bidder hereby certifies to the District that all representations, certifications, and statements made by Bidder, as set forth in this bid form, are true and correct and are made under penalty of perjury.

Dated this _____ day of _____, 20 _____

Signature _____

Signed by (Print Name) _____

Title of Person Signing _____

Name of Bidder _____

Type of Organization _____

Address of Bidder _____

Taxpayer's Identification No. of Bidder _____

Telephone Number _____

Fax Number _____

E-mail _____ Web page _____

Bidder's DIR Registration No.: No.: _____

Contractor's License No(s):

No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

If Bidder is a corporation, provide the following:

Name of Corporation: _____

President: _____

Secretary: _____

Treasurer: _____

Manager: _____

END OF DOCUMENT

DOCUMENT 00 43 13

BID BOND (SECURITY)

**(Note: If Bidder is providing a bid bond as its bid security,
Bidder must use this form, NOT a surety company form.)**

KNOW ALL PERSONS BY THESE PRESENTS:

That the undersigned, _____ as Principal ("Principal"),

and _____ as Surety ("Surety"),

a corporation organized and existing under and by virtue of the laws of the State of _____

and authorized to do business as a surety in the State of California, are held and firmly bound unto the

Alameda Unified School District ("District")

of _____ County, State of California as Obligee, in the sum of

_____ (\$ _____)

lawful money of the United States of America, for the payment of which sum well and truly to be made, we, and each of us, bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that whereas the Principal has submitted a bid to the District for all Work specifically described in the accompanying bid;

NOW, THEREFORE, if the Principal is awarded the Contract and, within the time and manner required under the Contract Documents, after the prescribed forms are presented to Principal for signature, enters into a written contract, in the prescribed form in accordance with the bid, and files two bonds, one guaranteeing faithful performance and the other guaranteeing payment for labor and materials as required by law, and meets all other conditions to the contract between the Principal and the Obligee becoming effective, or if the Principal shall fully reimburse and save harmless the Obligee from any damage sustained by the Obligee through failure of the Principal to enter into the written contract and to file the required performance and labor and material bonds, and to meet all other conditions to the Contract between the Principal and the Obligee becoming effective, then this obligation shall be null and void; otherwise, it shall be and remain in full force and effect. The full payment of the sum stated above shall be due immediately if Principal fails to execute the Contract within seven (7) days of the date of the District's Notice of Award to Principal.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work to be performed thereunder, or the specifications accompanying the same, shall in any way affect its obligation under this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work, or to the specifications.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including a reasonable attorneys' fee to be fixed by the Court.

If the District awards the bid, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

Principal

By

Surety

By

Name of California Agent of Surety

Address of California Agent of Surety

Telephone Number of California Agent of Surety

Bidder must attach Power of Attorney and Certificate of Authority for Surety and a Notarial Acknowledgment for all Surety's signatures. The California Department of Insurance must authorize the Surety to be an admitted Surety Insurer.

END OF DOCUMENT

DOCUMENT 00 43 36

DESIGNATED SUBCONTRACTORS LIST

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

Various Sites Roof Repairs

1. **Listed.** Bidder must list hereinafter the name and location of each subcontractor who will be employed, and the scope of Work that each will perform if the Contract is awarded to the Bidder. Bidder acknowledges and agrees that under Public Contract Code section 4100, et seq., it must clearly identify the name and location of each subcontractor who will perform work or labor or render service to the Bidder in or about the construction of the Work in an amount in excess of one-half of one percent (1/2 of 1%) of Bidder's total Bid.
2. **Same Scope.** In case more than one subcontractor is named for the same scope of Work, state the portion that each will perform.
3. **No Vendors or Suppliers.** Bidder need not list entities that are only vendors or suppliers of materials.
4. **Not Listed.** As to any Work that Bidder fails to list that is in excess of one-half of one percent (1/2 of 1%) of Bidder's total Bid, Bidder agrees to perform that portion itself or be subjected to penalty under applicable law.
5. **Alternate Work.** If alternate bids are called for and Bidder intends to use Subcontractors different from or in addition to those Subcontractors listed for work under the base Bid, Bidder must list Subcontractors that will perform Work in an amount in excess of one half of one percent (1/2 of 1%) of Bidder's total Bid, including alternates.
6. **DVBEs.** Bidder must indicate which, if any, of these subcontractors are disabled veteran business enterprises (DVBE) and the estimated percentage of the Work those subcontractor(s) will perform.
7. **CSLB Number.** Bidder must provide the Contactor State License Board number ("CSLB No.") for all listed subcontractors.
8. **DIR Number.** Bidder must provide the Department of Industrial Relations registration number ("DIR No.") for all listed subcontractors.
9. **THE DISTRICT WILL PERMIT EACH BIDDER TO SUBMIT EACH LISTED SUBCONTRACTOR'S CSLB NO. AND THE DIR NO. NO LATER THAN TWENTY-FOUR (24) HOURS AFTER BID OPENING.**
10. **Additional Sheets.** If further space is required for the list of proposed subcontractors, additional sheets showing the required information, as indicated below, shall be attached hereto and made a part of this document.

I certify and declare under penalty of perjury under the laws of the State of California that all the information listed on the following page(s) is complete, true, and correct.

Date: _____

Proper Name of Bidder: _____

Signature: _____

Print Name: _____

Title: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

END OF DOCUMENT

DOCUMENT 00 43 40

NONCOLLUSION DECLARATION
Public Contract Code § 7106

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

The undersigned declares:

I am the _____ **[PRINT YOUR TITLE]**

of _____ **[PRINT FIRM NAME],**

the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on the following date:

Date: _____

Proper Name of Bidder: _____

City, State: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 43 50

IRAN CONTRACTING ACT CERTIFICATION (Public Contract Code § 2204)

Various Sites Roof Repairs

Pursuant to Public Contract Code (PCC) section 2204, an Iran Contracting Act certification is required for solicitations of goods or services of one million dollars (\$1,000,000) or more.

Bidder shall complete **ONLY ONE** of the following three paragraphs.

1. Bidder's Total Base Bid is less than one million dollars (\$1,000,000).

OR

2. Bidder's Total Base Bid is one million dollars (\$1,000,000) or more, but Bidder is **not** on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code § 2203(b), and Bidder is not a financial institution extending twenty million dollars (\$20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

OR

3. Bidder's Total Base Bid is one million dollars (\$1,000,000) or more, but the District has given prior written permission to Bidder to submit a proposal pursuant to PCC 2203(c) or (d). **A copy of the written permission from the District is included with Bid.**

I certify that I am duly authorized to legally bind the Bidder to this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: _____

Proper Name of Bidder: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 00

NOTICE OF AWARD

Dated: _____, 2025

To: _____
("Contractor")

(Address)

From: Governing Board ("Board") of **Alameda Unified School District** ("District")

Re: **Various Sites Roof Repairs**

Contractor was awarded the Contract on _____, 2025, by the authority by the Alameda Unified School District Board.

The Contract Price is _____ Dollars (\$ _____), and

includes alternates _____.

Three (3) copies of each of the Contract Documents (except Drawings) accompany the Notice of Award. Three (3) sets of the Drawings will be delivered separately or otherwise made available. Additional copies are available at cost of reproduction.

Contractor must comply with the following conditions precedent within **SEVEN (7)** calendar days of the date of this Notice of Award.

Contractor shall execute and submit the following Contract Documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit the following Contract Documents entitles District to foreclose on Contractor's bid bond and award the contract to the next responsive, responsible bidder.

- a. Agreement: Submit four (4) copies, each bearing an original signature. **If Contractor is a corporation, Contractor must attach a certified copy of the corporation's by-laws, or the resolution of the Board of Directors of the corporation, authorizing the signatory to execute the Agreement and the bonds required by the Contract Documents.**
- b. Escrow of Bid Documentation: Include all required documentation. Refer to the Escrow of Bid Documentation document for details.
- c. Performance Bond (100%): Fully executed form provided in the Contract Documents.
- d. Payment Bond (100%) (Contractor's Labor and Material Bond): Fully executed form provided in the Contract Documents.
- e. Insurance Certificates and Endorsements as required.
- f. Certifications to be Completed by Contractor.
- g. Disabled Veterans' Business Enterprise Participation Certification.
- h. _____
Criminal Background Investigation/Fingerprinting Certification.

Failure to comply with these conditions within the time specified will entitle District to consider Contractor's bid abandoned, to annul the Notice of Award, and to declare Contractor's Bid Security forfeited, as well as any other rights the District may have against Contractor.

District will return to Contractor one fully signed counterpart of the Agreement.

Alameda Unified School District

SIGNATURE: _____

NAME: _____

TITLE: _____

END OF DOCUMENT

DOCUMENT 00 45 10

AGREEMENT

This agreement is made and entered into on _____, 2025, by and between the **Alameda Unified School District** ("District") and _____ ("Contractor") ("Agreement"). The District and the Contractor agree as follows:

1. **The Work:** Contractor shall furnish all tools, equipment, apparatus, facilities, labor, and material necessary to perform and complete in a good and workmanlike manner, the work of the following project:

Various Sites Roof Repairs

The Work shall be performed and completed as required in the Contract Documents as defined in the General Conditions including, without limitation, the Drawings and Specifications, under the direction and supervision of, and subject to, the approval of the District or its authorized representative.

2. **The Contract Documents:**

- a. The complete Contract consists of all Contract Documents as defined in the General Conditions and incorporated herein by this reference. All obligations of the District and Contractor are fully set forth and described in the Contract Documents. The Contract Documents are intended to cooperate so that Work called for in one and not mentioned in the other or vice versa is to be performed the same as if mentioned in all Contract Documents.
- b. **Interpretation of Contract Documents/Order of Precedence:** Questions concerning the intent, precedence, or meaning of the Contract Documents, including the Drawings or Specifications, shall be submitted to the District for interpretation. Inconsistencies in the Contract Documents shall be resolved by giving precedence in the following order:
- (i) District-approved modifications, beginning with the most recent (if any);
 - (ii) Agreement;
 - (iii) Special Conditions (if any);
 - (iv) Supplemental Conditions (if any);
 - (v) General Conditions;
 - (vi) Remaining Division 0 documents (Documents beginning with "00");
 - (vii) Division 1 Documents (Documents beginning with "01");
 - (viii) Division 2 (Existing Conditions)
 - (ix) Division 7 (Technical Specifications);
 - (x) Small-scale drawings.

In case of conflict, the greater quantity and/or higher standard of workmanship shall apply unless the District expressly in writing (e.g., via a Change Order) accepts a lesser quantity or lower quality of workmanship and the Contract Price is adjusted accordingly. The decision of the District in the matter shall be final.

3. **Integration / Modification.** The Contract Documents and any documents specifically incorporated by reference are completely integrated as the complete and exclusive statement of the terms of the Agreement. This Agreement supersedes all previous contracts, agreements, and / or communications, both oral and written, and constitutes the entire understanding of the District and Contractor. No extrinsic evidence whatsoever shall be admissible or used to explain or supplement the terms of the Contract, Contract Documents, or any items incorporated by reference. No changes, amendments or alterations shall be effective unless in writing, signed by both Parties, and unless provided otherwise by the Contract Documents.

4. **Time for Completion:** It is hereby understood and agreed that the Contractor shall complete the Work by **August 8, 2025**. The District shall not approve an early completion schedule by Contractor. A schedule showing the Work completed in less than the Contract Time indicated in the Contract, shall be considered to have Project Float

5. **Completion-Extension of Time:** If Contractor fails to complete the Work within the Contract Time, due allowance being made for the contingencies provided for herein, Contractor shall become liable to District for all loss and damage that District may suffer on account thereof. Contractor shall coordinate its Work with the work of all other contractors. The District shall not be liable for delays resulting from Contractor's failure to coordinate its Work with other contractors in a manner that allows for timely completion of Contractor's Work. Contractor shall be liable for delays to other contractors caused by Contractor's failure to coordinate its Work with the work of other contractors.

6. **Contract Price:** In consideration of the foregoing covenants, promises, and agreements, Contractor offers, in the amounts stated below, to perform the Work according to the Contract Documents. District covenants, promises, and agrees that it will pay and cause to be paid to Contractor in full, and as the Contract Price the following amount(s):

	Dollars (\$)
(Base Contract Amount)	
Twenty Thousand	Dollars (\$ 20,000.00)
(Allowance) (For damaged roof decking, failed flashings, or other miscellaneous roof accessories)	
	Dollars (\$)
("Contract Price")	

THE ABOVE ALLOWANCES ARE WITHIN THE CONTRACT PRICE ONLY TO THE EXTENT CONTRACTOR HAS PERFORMED WORK ENCOMPASSED BY THE ALLOWANCE DESCRIPTION, THE CONTRACTOR HAS APPROPRIATELY INVOICED FOR THAT WORK, AND DISTRICT HAS APPROVED CONTRACTOR'S INVOICE. CONTRACTOR SHALL INVOICE ONLY FOR COMPONENTS OF THE WORK ENCOMPASSED BY THE ALLOWANCE DESCRIPTION, IN THE IDENTICAL STRUCTURE AS A CHANGE ORDER. THE UNUSED PORTION OF EACH ALLOWANCE SHALL BE RETAINED BY THE DISTRICT.

- a. The Contract Price shall be paid in lawful money of the United States pursuant to the payment provisions in the General Conditions.

- b. The District may, at its sole discretion, increase or decrease the Contract Price by unit prices or alternates contained in Contractor's original bid. If the Bid for the Work included proposal(s) for Alternate Bid Item(s), during Contractor's performance of the Work, the District may elect to add any such Alternate Bid Item(s) if the that item did not form a basis for award of the Agreement or delete any such Alternate Bid Item(s) if that item formed a basis for award of the Agreement. If the District elects to add or delete an Alternate Bid Item(s) pursuant to the foregoing, the cost or credit for that Alternate Bid Item(s) shall be as set forth in the Contractor's Bid, at the District's discretion. If any Alternate Bid Item is added or deleted from the Work pursuant to the foregoing, the Contract Time shall be adjusted by the number of days allocated for the added or deleted Alternate Bid Item in the Contract Documents; if days are not allocated for any Alternate Bid Item added or deleted pursuant to the foregoing, the Contract Time shall be equitably adjusted.

7. **Insurance and Bonds:** Contractor shall provide all required certificates of insurance, and payment and performance bonds.

8. **Performance of Work:** If Contractor fails to perform the Work properly or fails to perform any provisions of this Contract, the District, may, pursuant to the General Conditions and without prejudice to any other remedy it may have, cure the deficiencies and deduct the cost thereof from the payment then or thereafter due Contractor.
9. **Authority of Architect, Project Inspector, and DSA:** Contractor hereby acknowledges that the Architect(s), the Project Inspector(s), and the Division of the State Architect have authority to approve and/or stop Work if Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. Contractor shall be liable for any delay caused by its non-compliant Work.
10. **Assignment of Contract:** Neither the Contract, nor any part thereof, nor any moneys due or to become due thereunder, may be assigned by Contractor without the written approval of District, nor without the written consent of the Surety on Contractor's Performance Bond (the "Surety"), unless the Surety has waived in writing its right to notice of assignment.
11. **Classification of Contractor's License:** Contractor hereby acknowledges that it currently holds valid Type A, B, C-33, or C-61 Contractor's license(s) issued by the State of California, Contractor's State Licensing Board, in accordance with division 3, chapter 9, of the Business and Professions Code and in the classification called for in the Contract Documents.
12. **Payment of Prevailing Wages:** Contractor and all Subcontractors under Contractor shall pay all workers on Work performed pursuant to this Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code.
13. **Contractor & Subcontractor Registration:** Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including complying with any applicable enforcement by the Department of Industrial Relations.
14. **Authority of Contractor's Representative:** Contractor hereby certifies that its legal representative as defined in the General Conditions and the person(s) it employees on the Project at or above the level of project superintendent, each have the authority to legally bind the Contractor.
15. **Severability:** If any term, covenant, condition, or provision of the Contract Documents is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions in the Contract Documents shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

IN WITNESS WHEREOF, accepted and agreed on the date indicated above:

Dated: _____, 2025

Dated: _____, 2025

Alameda Unified School District

_____ **Contractor**

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

NOTE: If the Contractor is a corporation, Contractor must attach a certified copy of the corporation's by-laws, or of the resolution of the Board of Directors of the corporation, authorizing the above person to execute this Agreement and the bonds required by the Contract Documents.

END OF DOCUMENT

DOCUMENT 00 45 40

CERTIFICATIONS TO BE COMPLETED BY CONTRACTOR

THE UNDERSIGNED MUST CHECK EACH BOX AND EXECUTE THIS FORM AND HEREBY CERTIFIES TO THE GOVERNING BOARD OF THE DISTRICT THAT:

- He/she is a representative of the Contractor,
- He/she is familiar with the facts herein certified and acknowledged,
- He/she is authorized and qualified to execute this Agreement and these certifications on behalf of Contractor and that by executing this Agreement he/she is certifying the following items.

Labor Code Sections 1860-1861 (Workers' Compensation). In accordance with Labor Code section 3700, every contractor will be required to secure the payment of compensation to his or her employees. I acknowledge and certify under penalty of perjury that I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

Government Code Sections 8355-8357 (Drug-Free Workplace). I acknowledge and certify under penalty of perjury that I will provide a drug-free workplace by doing all of the following:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying the actions that will be taken against employees for violations of the prohibition.
- (2) Establishing a drug-free awareness program to inform employees about all of the following:
 - (A) The dangers of drug abuse in the workplace.
 - (B) The person's or organization's policy of maintaining a drug-free workplace.
 - (C) Any available drug counseling, rehabilitation, and employee assistance programs.
 - (D) The penalties that may be imposed upon employees for drug abuse violations.
- (3) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I also acknowledge that this Contract may be subject to suspension of payments under the contract or grant or termination of the contract or grant, or both, and the contractor or grantee thereunder may be subject to debarment, in accordance with the requirements of the above-referenced statute, if the contracting or granting agency determines that any of the following has occurred:

- (1) The contractor or grantee has made a false certification under Section 8355.
- (2) The contractor or grantee violates the certification by failing to carry out the requirements of subdivisions (a) to (c), inclusive, of Section 8355.

I also acknowledge that the Department of General Services shall establish and maintain a list of individuals and organizations whose contracts or grants have been canceled due to failure to comply with the above-referenced statute. This list shall be updated monthly and published each month. No state agency shall award a contract or grant to a person or organization on the published list until that person or organization has complied with the above-referenced statute.

Tobacco-Free Environment. Pursuant to, without limitation, 20 U.S.C. section 6083, Labor Code section 6400 et seq., Health & Safety Code section 104350 et seq. and District Board Policies, all District sites, including the Project site, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school owned vehicles and vehicles owned by others while on District property.

I acknowledge and certify under penalty of perjury that I am aware of the District's policy regarding tobacco-free environments at District sites, including the Project site and acknowledge and certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents to use tobacco and/or smoke on the Project site. The District also prohibits electronic cigarettes, "vaping" or similar product uses on District sites.

No Hazardous Materials. I acknowledge and certify under penalty of perjury that no Asbestos, or Asbestos-Containing Materials, polychlorinated biphenyl (PCB), or any material listed by the federal or state Environmental Protection Agency or federal or state health agencies as a hazardous material, or any other material defined as being hazardous under federal or state laws, rules, or regulations ("New Hazardous Material"), shall be furnished, installed, or incorporated in any way into the Project or in any tools, devices, clothing, or equipment used to affect any portion of Contractor's work on the Project for District. I have instructed our employees with respect to the above-mentioned standards, hazards, risks, and liabilities.

- (i) Asbestos and/or asbestos-containing material shall be defined as all items containing but not limited to chrysotile, crocidolite, amosite, anthophyllite, tremolite, and actinolite. Any or all material containing greater than one-tenth of one percent (.1%) asbestos shall be defined as asbestos-containing material. Any disputes involving the question of whether or not material is New Hazardous Material shall be settled by electron microscopy or other appropriate and recognized testing procedure, at the District's determination. The costs of any such tests shall be paid by Contractor if the material is found to be New Hazardous Material.
- (ii) All Work or materials found to be New Hazardous Material or Work or material installed with equipment containing "New Hazardous Material," will be immediately rejected and this Work will be removed at Contractor's expense at no additional cost to the District.

The Contractor must immediately notify the District within two (2) Business Days, if the Contractor finds and before it disturbs, any material that the Contractor believes may be hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law

I acknowledge and certify under penalty of perjury that this certification provides notice to the Contractor that:

- (1) The Contractor's work may disturb lead-containing building materials.
- (2) The Contractor must notify the District if any work may result in the disturbance of lead-containing building materials.



Lead as a Health Hazard

Lead poisoning is recognized as a serious environmental health hazard facing children today. Even at low levels of exposure, much lower than previously believed, lead can impair the development of a child's central nervous system, causing learning disabilities, and leading to serious behavioral problems. Lead enters the environment as tiny lead particles and lead dust disburse when paint chips, chalks, peels, wears away over time, or is otherwise disturbed. Ingestion of lead dust is the most common pathway of childhood poisoning; lead dust gets on a child's hands and toys and then into a child's mouth through common hand-to-mouth activity. Exposures may result from construction or remodeling activities that disturb lead paint, from ordinary wear and tear of windows and doors, or from friction on other surfaces.

Ordinary construction and renovation or repainting activities carried out without lead-safe work practices can disturb lead-based paint and create significant hazards. Improper removal practices, such as dry scraping, sanding, or water blasting painted surfaces, are likely to generate high volumes of lead dust.

Because the Contractor and its employees will be providing services for the District, and because the Contractor's work may disturb lead-containing building materials, **Contractor is hereby notified** of the potential presence of lead-containing materials located within certain buildings utilized by the District. All school buildings built prior to 1993 are presumed to contain some lead-based paint until sampling proves otherwise.

(i) Overview of California Law

Education Code section 32240 et seq. is known as the Lead Safe Schools Protection Act. Under this act, the Department of Health Services ("DHS") is to conduct a sample survey of schools in the State of California for the purpose of developing risk factors to predict lead contamination in public schools. (Ed. Code, § 32241.)

Any school that undertakes any action to abate existing risk factors for lead is required to utilize trained and state-certified contractors, inspectors, and workers. (Ed. Code, § 32243, subd. (b).) Moreover, lead-based paint, lead plumbing, and solders, or other potential sources of lead contamination, shall not be utilized in the construction of any new school facility or the modernization or renovation of any existing school facility. (Ed. Code, § 32244.)

Both the Federal Occupational Safety and Health Administration ("Fed/OSHA") and the California Division of Occupational Safety and Health ("Cal/OSHA") have implemented safety orders applicable to all construction work where a contractor's employee may be occupationally exposed to lead.

The OSHA Regulations apply to all construction work where a contractor's employee may be occupationally exposed to lead. The OSHA Regulations contain specific and detailed requirements imposed on contractors subject to that regulation. The OSHA Regulations define construction work as work for construction, alteration, and/or repair, including painting and decorating. It includes, but is not limited to, the following:

- a. Demolition or salvage of structures where lead or materials containing lead are present;
- b. Removal or encapsulation of materials containing lead;
- c. New construction, alteration, repair, or renovation of structures, substrates, or portions thereof, that contain lead, or materials containing lead;
- d. Installation of products containing lead;

- e. Lead contamination/emergency cleanup;
- f. Transportation, disposal, storage, or containment of lead or materials containing lead on the site or location at which construction activities are performed; and
- g. Maintenance operations associated with the construction activities described in the subsection.

Because it is assumed by the District that all painted surfaces (interior as well as exterior) within the District contain some level of lead, it is imperative that the Contractor, its workers and subcontractors fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials (including title 8, California Code of Regulations, section 1532. 1).

The Contractor must notify the District if any Work may result in the disturbance of lead-containing building materials. Any and all Work that may result in the disturbance of lead-containing building materials must be coordinated through the District. A signed copy of this Certification must be on file prior to beginning Work on the Project, along with all current insurance certificates.

(ii) **Renovation, Repair and Painting Rule, Section 402(c)(3) of the Toxic Substances Control Act**

In 2008, the U.S. Environmental Protection Agency, issued a rule pursuant to the authority of Section 402(c)(3) of the Toxic Substances Control Act, requiring lead safe work practices to reduce exposure to lead hazards created by renovation, repair and painting activities that disturb lead-based paint (Renovation, Repair and Painting Rule). Renovations in homes, childcare facilities, and schools built prior to 1978 must be conducted by certified renovations firms, using renovators with accredited training, and following the work practice requirements to reduce human exposures to lead.

Contractor, its workers and subcontractors must fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials, including those rules and regulations appearing within title 40 of the Code of Federal Regulations as part 745 (40 CFR 745).

The requirements apply to all contractors who disturb lead-based paint in a six-square-foot area or greater indoors or a 20-square-foot area outdoors. If a DPH-certified inspector or risk assessor determines that a home constructed before 1978 is lead-free, the federal certification is not required for anyone working on that particular building.

(iii) **Contractor's Liability**

If the Contractor fails to comply with any applicable laws, rules, or regulations, and that failure results in a site or worker contamination, the Contractor will be held solely responsible for all costs involved in any required corrective actions, and shall defend, indemnify, and hold harmless the District, pursuant to the indemnification provisions of the Contract, for all damages and other claims arising therefrom.

If lead disturbance is anticipated in the Work, only persons with appropriate accreditation, registrations, licenses, and training shall conduct this Work.

It shall be the responsibility of the Contractor to properly dispose of any and all waste products, including, but not limited to, paint chips, any collected residue, or any other visual material that may occur from the prepping of any painted surface. It will be the responsibility of the Contractor to provide the proper disposal of any hazardous waste by a certified hazardous waste hauler. This company shall be registered with the Department of Transportation (DOT) and shall be able to issue a current manifest number upon transporting any hazardous material from any school site within the District.

The Contractor shall provide the District with any sample results prior to beginning Work, during the

Work, and after the completion of the Work. The District may request to examine, prior to the commencement of the Work, the lead training records of each employee of the Contractor.

I acknowledge and certify under penalty of perjury, that:

1. I have received notification of potential lead-based materials on the District's property;
2. I am knowledgeable regarding and will comply with all applicable laws, rules, and regulations governing work with, and disposal of, lead.

Imported Materials. All soils, aggregate, or related materials ("Fill") that Contractor, a Subcontractor, agent or supplier, in any way, provides or delivers and/or supplies to the Project Site shall be free of any and all hazardous material as defined in section 25260 of the Health and Safety Code, shall satisfy the requirements of any environmental review of the Project performed pursuant to the statutes and guidelines of the California Environmental Quality Act, sections 21000 et seq. of the Public Resources Code ("CEQA"), and shall comply with the requirements of sections 17210 et seq. of the Education Code, including requirements for a Phase I environmental assessment acceptable to the State of California Department of Education and Department of Toxic Substances Control. I acknowledge that, to the furthest extent permitted by California law, the indemnification provisions in the Contract Documents apply to, without limitation, any claim(s) connected with providing, delivering, and/or supplying Fill.

I acknowledge and certify under penalty of perjury that I am duly authorized to legally bind the Contractor to all provisions and items included in this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 55

DISABLED VETERAN BUSINESS ENTERPRISE PARTICIPATION CERTIFICATION

Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program ("Program") for the construction and/or modernization of school buildings to have a participation goal for disabled veteran business enterprises ("DVBE(s)") of at least three percent (3%), per year, of the overall dollar amount expended each year by the school district on projects that receive state funding.

Section 2001 of the Public Contract Code requires school districts to require each Bidder to provide in its bid certain information about its Subcontractors. In addition to completing this certification as indicated herein, each Bidder must provide the information related to DVBEs as required in the Designated Subcontractors List.

1. **Disabled Veteran Business Enterprise.** A DVBE is a business enterprise certified by the California Office of Small Business as a DVBE.
2. **DVBE Participation Policy.** The District is committed to achieving this DVBE participation goal. The District encourages Contractor to ensure maximum opportunities for the participation of DVBEs in the Work of the Contract.
3. **DVBE Participation Goal.** The three percent (3%) participation goal is not a quota, set-aside or rigid proportion.
4. **Certification of Participation.** At the time of execution of the Contract, the Contractor will provide a statement to the District of anticipated participation of DVBEs in the contract.
5. **Submission of Report.** During performance of the Contract, Contractor shall monitor the Work of the Contract, award of subcontracts and contracts for materials, equipment and supplies for the purpose of determining DVBE participation in the Work of the Contract.
 - a) Contractor shall report on a monthly basis all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.
 - b) Upon completion of the Work of the Contract, Contractor shall submit a report to the District in the form attached hereto identifying all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.
 - i) The submission to the District of this report is a condition precedent to the District's obligation to make payment of the Final Payment under the Contract Documents. The submission of this report shall be in addition to, and not in lieu of, any other conditions precedent set forth in the Contract Documents for the District's obligation to make payment of the Final Payment.
 - ii) The District reserves the right to request additional information or documentation from the Contractor evidencing efforts to comply with the three percent (3%) DVBE participation goal.

DOCUMENT 00 45 85

CRIMINAL BACKGROUND INVESTIGATION / FINGERPRINTING CERTIFICATION

The undersigned does hereby certify to the governing board of the District that he/she is a representative of the Contractor, is familiar with the facts herein certified, is authorized and qualified to execute this certificate on behalf of Contractor; and that the information in this Criminal Background Investigation / Fingerprinting Certification is true and correct.

1. **Education Code.** Contractor has taken at least one of the following actions with respect to the Project (check all that apply):

The Contractor has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice ("DOJ") has determined (per the DOJ process for Applicant Agencies described more fully on its website, located at:) that none of those employees have been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; and/or

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of work, a physical barrier at the Project site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: _____ Title: _____

The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with the District pupils.

2. **Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on the Project site and the employees of the Subcontractor(s) that will be on the Project site are **not** listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>).

Contractor's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 54 55

ESCROW AGREEMENT FOR SECURITY DEPOSITS IN LIEU OF RETENTION
(Public Contract Code § 22300)

This Escrow Agreement ("Escrow Agreement") is made and entered into on _____, 2025, by and between the following:

Alameda Unified School District ("District"), whose address is _____, California, and

_____ ("Contractor"), whose address is _____, and

_____ ("Escrow Agent"), a state or federally chartered bank in California, whose address is _____.

For the consideration hereinafter set forth, District, Contractor, and Escrow Agent agree as follows:

1. Pursuant to section 22300 of Public Contract Code of the State of California, which is hereby incorporated by reference, Contractor has the following two (2) options:

Deposit securities with Escrow Agent as a substitute for retention earnings required to be withheld by District pursuant to the Construction Contract No. _____ entered between District and Contractor for the _____ Project, in the amount of _____ (\$ _____) dated, _____, 2025, (the "Contract");

OR

On written request of Contractor, District shall make payments of the retention earnings for the Contract directly to Escrow Agent.

When Contractor deposits the securities as a substitute for Contract earnings, Escrow Agent shall notify District within ten (10) calendar days of the deposit. The market value of the securities at all times from substitution until the termination of the Escrow Agreement shall be at least equal to the cash amount then required to be withheld as retention pursuant to the Contract.

Securities shall be held in name of **Alameda Unified School District**, and shall designate Contractor as beneficial owner.

2. District shall make payments to Contractor for those funds which otherwise would be withheld from payments pursuant to Contract provisions, provided that Escrow Agent holds securities in the form and amount specified above.
3. When District makes payment of retention earned directly to Escrow Agent, Escrow Agent shall hold them for the benefit of Contractor until the time that the escrow created under this Escrow Agreement is terminated. Contractor may direct the investment of the payments into securities. All terms and conditions of this Escrow Agreement and the rights and responsibilities of the Parties shall be equally applicable and binding when District pays Escrow Agent directly.
4. Contractor shall be responsible for paying all fees for the expenses incurred by Escrow Agent in administering the Escrow Account, and all expenses of District. The District will charge Contractor \$ _____ for each of District's deposits to the escrow account. These expenses and payment terms shall be determined by District, Contractor, and Escrow Agent.

5. Interest earned on securities or money market accounts held in escrow and all interest earned on that interest shall be for sole account of Contractor and shall be subject to withdrawal by Contractor at any time and from time to time without notice to District.
6. Contractor shall have the right to withdraw all or any part of the principal in the Escrow Account only by written notice to Escrow Agent accompanied by written authorization from District to Escrow Agent that District consents to withdrawal of amount sought to be withdrawn by Contractor.
7. District shall have the right to draw upon the securities and/or withdraw amounts from the Escrow Account in event of default by Contractor. Upon seven (7) days written notice to Escrow Agent from District of the default, if applicable, Escrow Agent shall immediately convert the securities to cash and shall distribute the cash as instructed by District.
8. Upon receipt of written notification from District certifying that the Contract is final and complete, and that Contractor has complied with all requirements and procedures applicable to the Contract, Escrow Agent shall release to Contractor all securities and interest on deposit less escrow fees and charges of the Escrow Account. The escrow shall be closed immediately upon disbursement of all monies and securities on deposit and payments of fees and charges.
9. Escrow Agent shall rely on written notifications from District and Contractor pursuant to Paragraphs 5 through 8, inclusive, of this Escrow Agreement and District and Contractor shall hold Escrow Agent harmless from Escrow Agent's release and disbursement of securities and interest as set forth above.
10. Names of persons who are authorized to give written notice or to receive written notice on behalf of District and on behalf of Contractor in connection with the foregoing, and exemplars of their respective signatures are as follows:

On behalf of District:

Title

Name

Signature

Address

On behalf of Contractor:

Title

Name

Signature

Address

On behalf of Escrow Agent:

Title

Name

Signature

Address

At the time the Escrow Account is opened, District and Contractor shall deliver to Escrow Agent a fully executed copy of this Escrow Agreement.

IN WITNESS WHEREOF, the parties have executed this Escrow Agreement by their proper officers on the date first set forth above.

Alameda Unified School District

_____ **Contractor**

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

_____ **Escrow Agent**

Signature: _____

Print Name: _____

Print Title: _____

END OF DOCUMENT

DOCUMENT 00 61 14

PERFORMANCE BOND (100% of Contract Price)

(Note: Contractors must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board (“Board”) of the **Alameda Unified School District**, (“District”) and _____ (“Principal”) have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to perform the following project:

Various Sites Roof Repairs

which Contract dated _____, 2025, and all of the Contract Documents attached to or forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, said Principal is required under the terms of the Contract to furnish a bond for the faithful performance of the Contract;

NOW, THEREFORE, the Principal and _____ (“Surety”) are held and firmly bound unto the Board of the District in the penal sum of:

_____ DOLLARS

(\$ _____), lawful money of the United States, for the payment of which sum well and truly to be made we bind ourselves, our heirs, executors, administrators, successors, and assigns jointly and severally, firmly by these presents, to:

- Perform all the work required to complete the Project; and
- Pay to the District all damages the District incurs as a result of the Principal’s failure to perform all the Work required to complete the Project.

In the event the Principal is declared by the District to be in breach or default in the performance of the Contract, then, after written notice from the District to the Surety, as provided for herein, the Surety shall either remedy the default or breach of the Principal or shall take charge of the Work of the Contract and complete the Contract with a Contractor other than the Principal at its own expense; provided, however, that the procedure by which the Surety undertakes to discharge its obligations under this Bond shall be subject to the advance written approval of the District.

The condition of the obligation is such that, if the above bounden Principal, his or its heirs, executors, administrators, successors, or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in the Contract and any alteration thereof made as therein provided, on his or its part to be kept and performed at the time and in the intent and meaning, including all contractual guarantees and warranties of materials and workmanship, and shall indemnify and save harmless the District, its trustees, officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise it shall be and remain in full force and virtue.

As a condition precedent to the satisfactory completion of the Contract, the above obligation shall hold good for a period equal to the warranty and/or guarantee period of the Contract, during which time Surety’s obligation shall continue if Contractor shall fail to make full, complete, and satisfactory repair, replace, and totally protect the District from loss or damage resulting from or caused by defective materials or faulty workmanship. The obligations of Surety hereunder shall continue so long as any obligation of Contractor remains. Nothing herein shall limit the District’s rights or the Contractor’s or Surety’s obligations under the Contract, law or equity, including, but not limited to, California Code of Civil Procedure section 337.15.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

Any claims under this bond may be addressed to the Surety at the following address. This cannot be the Contractor's broker for this bond, but must be an employee of the Surety or the Surety's legal counsel:

Attention: _____

Telephone No.: (_____) _____ - _____

Fax No.: (_____) _____ - _____

E-mail Address: _____

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

Principal

Surety

(Name of Principal)

(Name of Surety)

(Signature of Person with Authority)

(Signature of Person with Authority)

(Print Name)

(Print Name)

(Name of California Agent of Surety)

(Address of California Agent of Surety)

(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

END OF DOCUMENT

DOCUMENT 00 61 15

PAYMENT BOND -- Contractor's Labor & Material Bond (100% of Contract Price)
(Note: Contractors must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of the **Alameda Unified School District**, (or "District") and _____
_____, ("Principal") have entered into a contract for the furnishing of all
materials and labor, services and transportation, necessary, convenient, and proper to

Various Sites Roof Repairs

which Contract dated _____, 2025, and all of the Contract Documents attached to or
forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, pursuant to law and the Contract, the Principal is required, before entering upon the performance of
the work, to file a good and sufficient bond with the body by which the Contract is awarded in an amount equal to
100 percent (100%) of the Contract price, to secure the claims to which reference is made in the Civil Code of
California, including section 9100, and the Labor Code of California, including section 1741.

NOW, THEREFORE, the Principal and _____, ("Surety") are held and
firmly bound unto all laborers, material men, and other persons referred to in said statutes in the penal sum of:

_____ DOLLARS

(\$ _____), lawful money of the United States, being a sum not less than the total
amount payable by the terms of Contract, for the payment of which sum well and truly to be made, we bind
ourselves, our heirs, executors, administrators, successors, or assigns, jointly and severally, by these presents.

The condition of this obligation is that if the Principal or any of his or its subcontractors, of the heirs, executors,
administrators, successors, or assigns of any, all, or either of them shall fail to pay for any labor, materials,
provisions, provender, or other supplies, used in, upon, for or about the performance of the work contracted to be
done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Act
with respect to such work or labor, that the Surety will pay the same in an amount not exceeding the amount
herein above set forth, and also in case suit is brought upon this bond, will pay a reasonable attorney's fee to be
awarded and fixed by the Court, and to be taxed as costs and to be included in the judgment therein rendered.

It is hereby expressly stipulated and agreed that this bond shall inure to the benefit of any and all persons,
companies, and corporations entitled to file claims under sections 9000 through 9566 of the Civil Code, so as to
give a right of action to them or their assigns in any suit brought upon this bond.

Should the condition of this bond be fully performed, then this obligation shall become null and void; otherwise it
shall be and remain in full force and affect.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or
addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its
obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or
addition to the Contract Documents or to the Work.

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 2025.

Principal

Surety

(Name of Principal)

(Name of Surety)

(Signature of Person with Authority)

(Signature of Person with Authority)

(Print Name)

(Print Name)

(Name of California Agent of Surety)

(Address of California Agent of Surety)

(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

END OF DOCUMENT

DOCUMENT 00 65 10

NOTICE TO PROCEED

Dated: _____, 2025.

To: _____
("Contractor")

(Address)

From: Governing Board ("Board") of **Alameda Unified School District** ("District")

Re: **Various Sites Roof Repairs**

Contractor is hereby notified that the Contract Time under the Contract will commence to run on _____, 2025. By that date, Contractor shall start performing its obligations under the Contract Documents. In accordance with the Agreement executed by Contractor, the Contract Time and Project Completion is August 8, 2025.

Contractor must submit the following documents by 5:00 p.m. of the **TENTH (10TH)** calendar day following the date of this Notice to Proceed:

1. Contractor's preliminary schedule of construction.
2. Contractor's preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals.
3. Contractor's preliminary schedule of values for all of the Work.
4. Contractor's preliminary Contractor's Safety Plan specifically adapted for the Project.
5. A complete subcontractors list, including the name, address, telephone number, facsimile number, California State Contractor's License number, classification, and monetary value of all Subcontracts.

Thank you. We look forward to a successful Project.

Alameda Unified School District

SIGNATURE: _____

NAME: _____

TITLE: _____

END OF DOCUMENT

DOCUMENT 00 65 36

WARRANTY AND GUARANTEE FORM

1. _____ ("Contractor")

hereby agrees that the _____ ("Work" of Contractor)

which Contractor has installed for the **Alameda Unified School District** ("District") for the following project:

Various Sites Roof Repairs

was performed in accordance with the requirements of the Contract Documents and that the Work as installed fulfills the requirements of the Contract Documents.

2. Contractor agrees to repair or replace all of the Work that may prove to be defective in workmanship or material and any other adjacent Work that may be displaced in connection with such replacement within a period of **30 YEARS (Manufacturer) & 4 YEARS (Workmanship)** from the date of Completion as defined in the Contract, ordinary wear and tear and unusual abuse or neglect excepted. The date of completion is _____, 2025.

3. In the event Contractor fails to comply with the above-mentioned conditions within a reasonable period of time, as determined by District, but not later than **SEVEN (7)** calendar days after being notified in writing by District, Contractor authorizes District to proceed to repair or replace the defective Work at the expense of Contractor. Contractor shall pay the costs and charges therefor upon demand.

4. **Representatives to be contacted for service subject to the terms of Contract:**

NAME: _____

ADDRESS: _____

PHONE NO.: _____

EMAIL: _____

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 70 00

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which those rates shall be paid need not be specified by the District, but shall be all holidays recognized in the applicable collective bargaining agreement. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code 75

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1. CONTRACT TERMS AND DEFINITIONS

1.1. Definitions

Wherever used in the Contract Documents, the following terms shall have the meanings indicated, which shall be applicable to both the singular and plural thereof:

- 1.1.1. Adverse Weather:** Weather that satisfies all of the following conditions: (1) unusually severe precipitation, sleet, snow, hail, heat, or cold conditions in excess of the norm for the location and time of year it occurred, (2) unanticipated, and (3) occurring at the Project Site.
- 1.1.2. Allowance(s):** Amount(s) stated in the Agreement for specific scopes of work for which Contractor may bill its time, materials, and other items in the identical structure as a Change Order.
- 1.1.3. Approval, Approved, and/or Accepted:** Refer to written authorization, unless stated otherwise.
- 1.1.4. Architect:** The individual, partnership, corporation, joint venture, or any combination thereof, named as Architect that has the rights and authority assigned to the Architect in the Contract Documents. The term Architect means the District's Architect on this Project or the Architect's authorized representative.
- 1.1.5. As-Built Drawings:** A reproducible full-size sets of drawings to be prepared on a monthly basis, and upon Project Completion, pursuant to the Contract Documents, that reflect changes made during the performance of the Work, recording differences between the original design of the Work and the Work as constructed since the preceding monthly submittal.
- 1.1.6. Bidder:** A contractor who intends to provide a bid to the District to perform the Work of the Contract.
- 1.1.7. Change Order:** A written order to the Contractor authorizing an addition to, deletion from, or revision in the Work, and/or authorizing an adjustment in the Contract Price or Contract Time. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.
- 1.1.8. Completion:** When the entire Work shall have been completed to the satisfaction of District, including all punch list items. Final DSA approval of the Project is not required for Completion.
- 1.1.9. Construction Manager:** The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Construction Manager is used on the Project, then all references in the Contract Documents to Construction Manager shall be read to refer to District.
- 1.1.10. Construction Schedule:** The progress schedule of construction of the Project as provided by Contractor and approved by District.
- 1.1.11. Contract, Contract Documents:** The Contract consists exclusively of the documents evidencing the agreement of the District and Contractor, identified as the Contract Documents. The Contract Documents consist of the following documents:
- 1.1.11.1.** Notice to Bidders / Invitation to Bid
 - 1.1.11.2.** Instructions to Bidders
 - 1.1.11.3.** Bid Form

- 1.1.11.4. Bid Bond
- 1.1.11.5. Designated Subcontractors List
- 1.1.11.6. Noncollusion Declaration
- 1.1.11.7. Iran Contracting Act Certification
- 1.1.11.8. Certifications to be Completed by Contractor
- 1.1.11.9. Disabled Veteran’s Business Enterprise Participation Certification
- 1.1.11.10. Criminal Background Investigation/Fingerprinting Certification
- 1.1.11.11. Notice of Award
- 1.1.11.12. Agreement
- 1.1.11.13. Escrow of Bid Documentation (if applicable)
- 1.1.11.14. Escrow Agreement for Security Deposits in Lieu of Retention
- 1.1.11.15. Storm Water Pollution Prevention Plan (if applicable)
- 1.1.11.16. Notice to Proceed
- 1.1.11.17. Performance Bond
- 1.1.11.18. Payment Bond (Contractor’s Labor and Material Bond)
- 1.1.11.19. District Contract Forms (if applicable)
- 1.1.11.20. District Closeout Forms (if applicable)
- 1.1.11.21. Warranty and Guarantee Form
- 1.1.11.22. General Conditions
- 1.1.11.23. Special Conditions
- 1.1.11.24. Project Plans, Specifications, Technical Specifications, and Drawings
- 1.1.11.25. Addenda to any of the above documents
- 1.1.11.26. Schedules if approved in writing by the District
- 1.1.11.27. Change Orders or written modifications to the above documents if approved in writing by the District

1.1.12. Contract Price: The total monies payable to the Contractor under the terms and conditions of the Contract Documents.

1.1.13. Contract Time: The time period stated in the Agreement for the Completion of the Work.

1.1.14. Contractor: The person or persons identified in the Agreement as contracting to perform the

Work, or the legal representative of such person(s).

1.1.15. Daily Job Report(s): Daily Project reports prepared by the Contractor's employee(s) who are present on Site, which shall include the information required herein.

1.1.16. Day(s): Unless otherwise designated, day(s) means calendar day(s). **"Business Day(s)"** shall mean days except Saturday, Sunday, a day that is federally-recognized holiday, or a day that is a California-recognized holiday.

1.1.17. Defective or Nonconforming Work. Defective or nonconforming Work is any Work which is unsatisfactory, faulty or deficient by: (a) not conforming to the requirements of the Contract Documents; (b) not conforming to the standards of workmanship of the applicable trade; (c) not being in compliance with the requirements of any inspection, reference, standard, test, or approval required by the Contract Documents; or (d) damage to Work occurring prior to Completion.

1.1.18. District: The public agency or the school district for which the Work is performed.

1.1.19. Drawings: (or "Plans") The graphic and pictorial portions of the Contract Documents showing the design, location, scope and dimensions of the Work, generally including plans, elevations, sections, details, schedules, sequence of operation, and diagrams.

1.1.20. DSA: Division of the State Architect.

1.1.21. Force Account Directive: A process that may be used when the District and the Contractor cannot agree on a price for a specific scope of work or before Contractor prepares a price for the scope of work, Contractor performs on a time and materials basis.

1.1.22. Premises: The real property owned by the District on which the Project Site is located.

1.1.23. Product(s): New material, machinery, components, equipment, fixtures and systems forming the Work, including existing materials or components required and approved by the District for reuse.

1.1.24. Product Data: Illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by Contractor to illustrate a material, product, or system for a scope of the Work.

1.1.25. Project: The planned undertaking as provided for in the Contract Documents.

1.1.26. Project Inspector: (or "Inspector") Individual(s) retained by the District in accordance with title 24 of the California Code of Regulations to monitor and inspect the Project.

1.1.27. Program Manager: The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Program Manager is designated for the Project, then all references to Project Manager shall refer to District.

1.1.28. Proposed Change Order: A written request prepared by the Contractor requesting that the District and the Architect issue a Change Order based upon a proposed change to the Work.

1.1.29. Provide: Shall include "provide complete in place," that is, "furnish and install," and "provide complete and functioning as intended in place" unless specifically stated otherwise.

1.1.30. Request for Information: (or "RFI") A written request prepared by the Contractor requesting that the Architect provide additional information necessary to clarify or amplify an item in the Contract Documents that the Contractor believes is not clearly shown or called for in the Drawings or Specifications

or other portions of the Contract Documents, or to address issues that have arisen under field conditions.

1.1.31. Request for Substitution: A request by Contractor to substitute an equal or superior material, product, thing, or service for a specific material, product, thing, or service that has been designated in the Contract Documents by a specific brand or trade name.

1.1.32. Safety Orders: Written and/or verbal orders for construction issued by the California Division of Industrial Safety ("CalOSHA") or by the United States Occupational Safety and Health Administration ("OSHA").

1.1.33. Safety Plan: Contractor's safety plan specifically adapted for the Project. Contractor's Safety Plan shall comply with all provisions regarding Project safety, including all applicable provisions in these General Conditions.

1.1.34. Samples: Physical examples that illustrate materials, products, equipment, finishes, colors, or workmanship and that, when approved in accordance with the Contract Documents, establish standards by which portions of the Work will be judged.

1.1.35. Shop Drawings: All drawings, prints, diagrams, illustrations, brochures, schedules, and other data that are prepared by the Contractor, a subcontractor, manufacturer, supplier, or distributor, that illustrate how specific portions of the Work shall be fabricated or installed.

1.1.36. Site: The Project site as shown on the Drawings.

1.1.37. Specifications: That portion of the Contract Documents, Division 1 through Division 17, and all technical sections, and addenda to all of these, if any, consisting of written descriptions and requirements of a technical nature of materials, equipment, construction methods and systems, standards, and workmanship.

1.1.38. Subcontractor: A contractor and/or supplier who is under contract with the Contractor or with any other subcontractor, regardless of tier, to perform a portion of the Work.

1.1.39. Submittal Schedule: The schedule of submittals as provided by Contractor and approved by District.

1.1.40. Surety: The person, firm, or corporation that executes as surety the Contractor's Performance Bond and Payment Bond and must be a California admitted surety insurer as defined in the Code of Civil Procedure section 995.120.

1.1.41. SWPPP: The District's Storm Water Pollution Prevention Plan.

1.1.42. Terms. The term "provide" means "provide complete in place" or to "furnish and install" such item. Unless otherwise provided in the Contract Documents, the terms "approved;" "directed;" "satisfactory;" "accepted;" "acceptable;" "proper;" "required;" "necessary" and "equal" shall mean as approved, directed, satisfactory, accepted, acceptable, proper, required, necessary and equal, in the opinion of the District. The term "typical" as used in the Drawings shall require the installation or furnishing of such item(s) of the Work designated as "typical" in all other areas similarly marked as "typical"; Work in such other areas shall conform to that shown as "typical" or as reasonably inferable therefrom.

1.1.43. Unilateral Change Order: A written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. **A Unilateral Change Order is NOT a Construction Change Document (which is defined above as a Change Order that DSA must approve).**

1.1.44. Work: All labor, materials, equipment, components, appliances, supervision, coordination, and services required by, or reasonably inferred from, the Contract Documents, that are necessary for the construction and Completion of the Project.

1.2. Laws Concerning the Contract

Contract is subject to all provisions of the Constitution and laws of California and the United States, governing, controlling, or affecting District, or the property, funds, operations, or powers of District, and such provisions are by this reference made a part hereof. Any provision required by law to be included in this Contract shall be deemed to be inserted.

1.3. No Oral Agreements

No oral agreement or conversation with any officer, agent, or employee of District, either before or after execution of Contract, shall affect or modify any of the terms or obligations contained in the Contract Documents.

1.4. No Assignment

Contractor shall not assign the Contract or any part thereof including, without limitation, any services or money to become due without the prior written consent of the District. Assignment without District's prior written consent shall be null and void. Any assignment of money due or to be come due under the Contract shall be subject to a prior lien for services rendered or material supplied for Work performed in favor of all persons, firms, or corporations rendering services or supplying material to the extent that claims are filed pursuant to the Civil Code, Code of Civil Procedure, Government Code, Labor Code, and/or Public Contract Code, and shall also be subject to deductions for Liquidated Damages or withholding of payments as determined by District in accordance with the Contract. Contractor shall not assign or transfer in any manner to a Subcontractor or supplier the right to prosecute or maintain an action against the District.

1.5. Confidentiality

Contractor shall maintain the confidentiality of all information, documents, programs, procedures and all other items that Contractor encounters while performing the Work. This requirement shall be ongoing and shall survive the expiration or termination of the Contract and specifically includes, without limitation, all student, parent, and employee disciplinary information and health information.

1.6. Notice and Service Thereof

1.6.1. Any notice required by the Contract shall be in writing, dated and signed by the party giving notice or by a duly authorized representative of that party. Notice shall be served and considered effective if given in one of the following manners:

1.6.1.1. By personal delivery; considered delivered on the day of delivery.

1.6.1.2. By overnight delivery service; considered delivered one (1) day after date deposited, as indicated by the delivery service.

1.6.1.3. By depositing same in United States mail, enclosed in a sealed envelope; considered delivered three (3) days after date deposited, as indicated by the postmarked date.

1.6.1.4. By registered or certified mail with postage prepaid, return receipt requested; considered delivered on the day the notice is signed for.

1.7. No Waiver

The failure of District in any one or more instances to insist upon strict performance of any term of the Contract or to exercise any District option shall not be construed as a waiver or relinquishment of the right to assert or rely upon any such term or option on a future occasion. No action or failure to act by the District, Architect, or Construction Manager shall constitute a waiver of any right or duty afforded the District under the Contract, nor shall any action or failure to act constitute an approval of or acquiescence in any breach hereunder, except as may be specifically agreed in writing.

1.8. Substitutions for Specified Items

See Special Conditions.

1.9. Materials and Work

1.9.1. Except as otherwise stated in the Contract, Contractor shall provide and pay for all materials, labor, tools, equipment, transportation, supervision, temporary constructions of every nature, and all other services, management, and facilities of every nature whatsoever necessary to execute and complete the Contract within the Contract Time.

1.9.2. Unless otherwise specified, all materials shall be new and the best of their respective kinds and grades as noted or specified, and workmanship shall be of good quality.

1.9.3. Materials shall be furnished in sufficient quantities and at such times as to ensure uninterrupted progress of Work and shall be stored properly and protected as required.

1.9.4. For all materials and equipment specified or indicated in the Drawings, the Contractor shall provide all labor, materials, equipment, and services necessary for complete assemblies and complete working systems, functioning as intended. Incidental items not indicated on Drawings, nor mentioned in the Specifications, that can legitimately and reasonably be inferred to belong to the Work described, or be necessary in good practice to provide a complete assembly or system, shall be furnished as though itemized here in every detail. In all instances, material and equipment shall be installed in strict accordance with each manufacturer's most recent published recommendations and specifications.

1.9.5. Contractor shall, after award of Contract by District and after relevant submittals have been approved, place orders for materials and/or equipment as specified so that delivery of same may be made without delays to the Work. Contractor shall, upon demand from District, present documentary evidence showing that orders have been placed.

1.9.6. District reserves the right but has no obligation, for any neglect in complying with the above instructions, to place orders for such materials and/or equipment as it may deem advisable in order that the Work may be completed at the date specified in the Agreement, and all expenses incidental to the procuring of said materials and/or equipment shall be paid for by Contractor or withheld from payment(s) to Contractor.

1.9.7. Contractor warrants good title to all material, supplies, and equipment installed or incorporated in Work and agrees upon Completion of all Work to deliver the Site to District, together with all improvements and appurtenances constructed or placed thereon by it, and free from any claims, liens, or charges. Contractor further agrees that neither it nor any person, firm, or corporation furnishing any materials or labor for any Work shall have any right to lien any portion of the Premises or any improvement or appurtenance thereon, except that Contractor may install metering devices or other equipment of utility companies or of political subdivision, title to which is commonly retained by utility company or political subdivision. In the event of installation of any such metering device or equipment, Contractor shall advise District as to owner thereof.

1.9.8. Nothing contained in this Article, however, shall defeat or impair the rights of persons furnishing materials or labor under any bond given by Contractor for their protection or any rights under law permitting such protection or any rights under law permitting such persons to look to funds due Contractor in hands of District (e.g., stop payment notices). This provision shall be inserted in all subcontracts and material contracts and notice of its provisions shall be given to all persons furnishing material for work when no formal contract is entered into for such material.

1.9.9. Title to new materials and/or equipment for the Work and attendant liability for its protection and safety shall remain with Contractor until incorporated in the Work of this Contract and accepted by District. No part of any materials and/or equipment shall be removed from its place of storage except for immediate installation in the Work. Contractor shall keep an accurate inventory of all materials and/or equipment in a manner satisfactory to District or its authorized representative and shall, at the District's request, forward it to the District.

1.9.10. Contractor certifies that it shall comply with the recycled product requirements of Public Contract Code section 22150, et seq., including, without limitation, section 22154 which states, "All businesses shall certify in writing to the contracting officer, or his or her representative, the minimum, if not exact, percentage of postconsumer material in the products, materials, goods, or supplies being offered or sold to any local public entity."

2. DISTRICT

2.1. The governing board of the District or its designees will act for the District in all matters pertaining to the Contract.

2.2. The District may, at any time,

2.2.1. Direct the Contractor to communicate with or provide notice to the Construction Manager or the Architect on matters for which the Contract Documents indicate the Contractor will communicate with or provide notice to the District; and/or

2.2.2. Direct the Construction Manager or the Architect to communicate with or direct the Contractor on matters for which the Contract Documents indicate the District will communicate with or direct the Contractor.

2.3. District's Rights if Contractor Fails to Perform. If the District at any time believes that the Contractor is behind schedule, is failing to construct the Project pursuant to the Contract Documents or is otherwise failing to perform any provisions of this Contract, the District, after **FORTY-EIGHT (48)** hours written notice to the Contractor, may take any action necessary or beneficial to the District to complete the Project, takeover the Work of the Contract, terminate or suspend the Contract as indicated herein, or any combination or portion of those actions. The Contractor and the Surety shall be liable to the District for any cost incurred by the District in those actions and the District has the right to deduct the cost thereof from any payment then or thereafter due the Contractor.

3. ARCHITECT

3.1. Architect shall have the authority to act on behalf of District to the extent expressly provided in the Contract Documents and to the extent determined by District to, among other things, observe the progress and quality of the Work on behalf of the District.

3.2. Architect shall have authority to reject materials, workmanship, and/or the Work whenever rejection may be necessary, in Architect's reasonable opinion, to insure the proper execution of the Contract and if Work is defective or does not conform to the requirements of the Contract Documents. Whenever the Architect considers it necessary or advisable, for implementation of the intent of the

Contract Documents, the Architect will have authority to require additional inspections or testing of the Work, whether or not such Work is fabricated, installed or completed. Neither this authority of the Architect nor a decision made in good faith by the Architect to exercise or not to exercise that authority shall give rise to a duty or responsibility to the Contractor, Subcontractors, material suppliers, their agents or employees, or other persons performing portions of the Work.

- 3.3. Architect shall, with the District and on behalf of the District, determine the amount, quality, acceptability, and fitness of all parts of the Work, and interpret the Specifications, Drawings, and shall, with the District, interpret all other Contract Documents.
- 3.4. Architect shall have all authority and responsibility established by law, including title 24 of the California Code of Regulations.
- 3.5. Contractor shall provide District and the Construction Manager with a copy of all written communication between Contractor and Architect at the same time as that communication is made to Architect, including, without limitation, all RFIs, correspondence, submittals, claims, and proposed change orders.

4. CONSTRUCTION MANAGER

- 4.1. If a Construction Manager is used on this Project, the Construction Manager will provide administration of the Contract on the District's behalf. After execution of the Contract and Notice to Proceed, all correspondence and/or instructions from Contractor and/or District shall be forwarded through the Construction Manager. The Construction Manager will not be responsible for and will not have control or charge of construction means, methods, techniques, sequences, or procedures or for safety precautions in connection with the Work, which shall all remain the Contractor's responsibility.
- 4.2. Construction Manager, however, will have authority to reject materials and/or workmanship not conforming to the Contract Documents, as determined by the District, the Architect, and/or the Project Inspector. Construction Manager shall also have the authority to require special inspection or testing of any portion of the Work, whether it has been fabricated, installed, or fully completed. Any decision made by Construction Manager, in good faith, shall not give rise to any duty or responsibility of the Construction Manager to the Contractor, any Subcontractor, their agents, employees, or other persons performing any of the Work. Construction Manager shall have free access to all parts of Work at any time.
- 4.3. If the District does not use a Construction Manager on this Project, all references to Construction Manager or CM shall be read as District.

5. INSPECTOR, INSPECTIONS AND TESTS

5.1. Project Inspector

5.1.1. One or more Project Inspector(s), including special Project Inspector(s), as required, will be assigned to the Work by District, in accordance with requirements of title 24, part 1, of the California Code of Regulations, to enforce the building code and monitor compliance with Plans and Specifications for the Project previously approved by the DSA. Duties of Project Inspector(s) are specifically defined in section 4-342 of said part 1 of title 24.

5.1.2. No Work shall be carried on except with the knowledge and under the inspection of the Project Inspector(s). The Project Inspector(s) shall have free access to all parts of Work at any time. Contractor shall furnish Project Inspector(s) reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector(s) fully informed respecting progress and manner of work and character of materials. Inspection of Work shall not relieve Contractor from the obligation to fulfill the

Contract. Project Inspector(s) and the DSA are authorized to stop work whenever the Contractor and/or its Subcontractor(s) are not complying with the Contract Documents. Any work stoppage by the Project Inspector(s) and/or DSA shall be without liability to the District. Contractor shall instruct its Subcontractors and employees accordingly.

5.1.3. If Contractor and/or any Subcontractor requests that the Project Inspector(s) perform any inspection off-site, this shall only be done if it is allowable pursuant to applicable regulations and DSA, if the Project Inspector(s) agree to do so, and at the expense of the Contractor.

5.1.4. Limitations on Project Inspector Authority. The Project Inspector does not have authority to interpret the Contract Documents or to modify the Work depicted in the Contract Documents. No Work inconsistent with the Contract Documents shall be performed solely on the basis of the direction of the Project Inspector, and the Contractor shall be liable to the District for the consequences of all Work performed on such basis.

5.2. Tests and Inspections

5.2.1. Tests and Inspections shall comply with title 24, part 1, California Code of Regulations, group 1, article 5, section 4-335, and with the provisions of the Specifications.

5.2.2. If the Contract Documents, laws, ordinances or any public authority with jurisdiction over the Work requires the Work, or any portion thereof, to be specially tested, inspected or approved, the Contractor shall give the Architect, the Construction Manager and the Project Inspector written notice of the readiness of such Work for observation, testing or inspection at least seventy-two (72) hours prior to the time for the conducting of such test, inspection or observation. If inspection, testing or observation is by authority other than the District, the Contractor shall inform the Project Inspector and the Construction Manager not less than seventy-two (72) hours prior to the date fixed for such inspection, test or observation. The Contractor shall not cover up any portion of the Work subject to tests, inspections or observations prior to the completion and satisfaction of the requirements of such test, inspection or observation. In the event that any portion of the Work subject to tests, inspection or approval shall be covered up by Contractor prior to completion and satisfaction of the requirements of such tests, inspection or approval, Contractor shall be responsible for the uncovering of such portion of the Work as is necessary for performing such tests, inspection or approval without adjustment of the Contract Price or the Contract Time on account thereof.

5.2.3. The District will select an independent testing laboratory to conduct the tests. Selection of the materials required to be tested shall be by the laboratory or the District's representative and not by the Contractor. The Contractor shall notify the District's representative a sufficient time in advance of its readiness for required observation or inspection.

5.2.4. The Contractor shall notify the District's representative a sufficient time in advance of the manufacture of material to be supplied under the Contract Documents, that must by terms of the Contract Documents be tested, in order that the District may arrange for the testing of same at the source of supply. This notice shall be, at a minimum, seventy-two (72) hours prior to the manufacture of the material that must be tested.

5.2.5. Any material shipped by the Contractor from the source of supply prior to having satisfactorily passed required testing and inspection or prior to the receipt of notice from the representative that testing and inspection will not be required, shall not be incorporated into and/or onto the Project.

5.2.6. The District will select and pay testing laboratory costs for all tests and inspections. Costs of tests of any materials found to be not in compliance with the Contract Documents shall be paid for by the District and reimbursed by the Contractor or deducted from the Contract Price.

5.3. Costs for After Hours and/or Off Site Inspections

5.3.1. If the Contractor performs Work outside the Inspector's regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or requests the Inspector to perform inspections off Site, then the costs of any inspections required outside regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or off Site, shall be borne by the Contractor and may be invoiced to the Contractor by the District or the District may deduct those expenses from the next Progress Payment.

6. CONTRACTOR

Contractor shall construct the Work for the Contract price including any adjustment(s) to the Contract Price pursuant to provisions herein regarding changes to the Contract Price. Except as otherwise noted, Contractor shall provide and pay for all labor, materials, equipment, permits, fees, licenses, facilities, transportation, taxes, and services necessary for the proper execution and Completion of the Work, except as indicated herein.

6.1. Status of Contractor

6.1.1. Contractor is and shall at all times be deemed to be an independent contractor and shall be wholly responsible for the manner in which it and its Subcontractors perform the services required of it by the Contract Documents. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between the District, or any of the District's employees or agents, and Contractor or any of Contractor's Subcontractors, agents or employees. Contractor assumes exclusively the responsibility for the acts of its employees as they relate to the services to be provided during the course and scope of their employment. Contractor, its Subcontractors, agents, and its employees shall not be entitled to any rights or privileges of District employees. District shall be permitted to monitor the Contractor's activities to determine compliance with the terms of the Contract.

6.1.2. As required by law, Contractor and all Subcontractors shall be properly licensed and regulated by the Contractor's State License Board, located at 9821 Business Park Drive, , Sacramento, California 95827, with a mailing address of Post Office Box 26000, Sacramento, California, and with a website at <http://www.cslb.ca.gov>.

6.2. Contractor's Supervision

6.2.1. During progress of the Work, Contractor shall keep on the Premises, and at all other locations where any Work related to the Contract is being performed, a competent project manager and construction superintendent who are employees of the Contractor, to whom the District does not object and at least one of whom shall be fluent in English, written and verbal.

6.2.2. The project manager and construction superintendent shall both speak fluently the predominant language of the Contractor's employees.

6.2.3. Before commencing the Work, Contractor shall give written notice to District of the name of its project manager and construction superintendent. Neither the Contractor's project manager nor construction superintendent shall be changed except with prior written notice to District, unless the Contractor's project manager and/or construction superintendent proves to be unsatisfactory to Contractor, District, any of the District's employees, agents, the Construction Manager, or the Architect, in which case, Contractor shall notify District in writing. District retains the right to reasonably refuse Contractor's replacement personnel. The Contractor's project manager and construction superintendent shall each represent Contractor, and all directions given to Contractor's project manager and/or construction superintendent shall be as binding as if given to Contractor.

6.2.4. Contractor shall give efficient supervision to Work, using its best skill and attention. Contractor shall carefully study and compare all Contract Documents, Drawings, Specifications, and other instructions and shall at once report to District, Construction Manager, and Architect any error, inconsistency, or omission that Contractor or its employees and Subcontractors may discover, in writing, with a copy to District's Project Inspector(s). The Contractor shall have responsibility for discovery of errors, inconsistencies, or omissions.

6.2.5. The Contractor's project manager shall devote sufficient time to the Project on site, and in the Contractor's home office to pre-plan activities to meet the Project schedule and fulfill all Contract obligations. This includes making timely submittals, issuing and disseminating necessary RFI's, promptly processing and distributing bulletins, change orders and payments, keeping required logs current etc. If any of these activities fall behind contract requirements or dates necessary to complete the Project on time, the Contractor must provide a full time project manager on the Project Site dedicated solely to the Project, until the deficiencies are corrected.

6.2.6. The Contractor shall verify all indicated dimensions before ordering materials or equipment, or before performing Work. The Contractor shall take field measurements, verify field conditions, and shall carefully compare such field measurements and conditions and other information known to the Contractor with the Project Documents before commencing work. Errors, inconsistencies or omissions discovered shall be immediately reported to the District. Upon commencement of any item of Work, the Contractor shall be responsible for dimensions related to the Work and shall make any corrections necessary to make Work properly fit at no additional cost to District. This responsibility for verification of dimensions is a non-delegable duty and may not be delegated to subcontractors or agents.

6.2.7. Omissions from the Drawings or Specifications, or the misdescription of details of Work which are manifestly necessary to carry out the intent of the Drawings and Specifications, or which are customarily performed, shall not relieve the Contractor from performing such omitted or misdescribed Work, but they shall be performed as if fully and correctly set forth and described in the Drawings and Specifications.

6.2.8. The Contractor shall be solely responsible for the means, methods, techniques, sequences, and procedures of construction. The Contractor shall be responsible to see that the finished Work complies accurately with the Contract Documents.

6.3. Duty to Provide Fit Workers

6.3.1. Contractor and Subcontractor(s) shall at all times enforce strict discipline and good order among their employees and shall not employ or work any unfit person or anyone not skilled in work assigned to that person. It shall be the responsibility of Contractor to ensure compliance with this requirement. District may require Contractor to permanently remove unfit persons from Project Site.

6.3.2. Any person in the employ of Contractor or Subcontractor(s) whom District may deem incompetent or unfit shall be excluded from working on the Project and shall not again be employed on the Project except with the prior written consent of District.

6.3.3. The Contractor shall furnish labor that can work in harmony with all other elements of labor employed or to be employed in the Work.

6.3.4. If Contractor intends to make any change in the name or legal nature of the Contractor's entity, Contractor must first notify the District. The District shall determine if Contractor's intended change is permissible while performing the Contract.

6.3.5. Compliance with Immigration Reform and Control Act of 1986. As required by law, Contractor and all Subcontractors shall employ individuals for the Work in conformity with the Immigration Reform

and Control Act of 1986, 8 USC §§1101 et seq.

6.4. Personnel

6.4.1. All persons working for Contractor and Subcontractor(s) shall refrain from using profane or vulgar language, or any other language that is inappropriate on the job site.

6.4.2. The Contractor shall employ a full-time superintendent and necessary assistants who shall have complete authority to represent and act on behalf on the Contractor on all matters pertaining to the Work. The superintendent shall be competent and have a minimum of five (5) years' experience in construction supervision on projects of similar scale and complexity. The superintendent shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable to the District. The superintendent shall not be changed without the written consent of the District unless the superintendent ceases to be employed by the Contractor.

6.4.3. The Contractor shall employ a competent estimator and necessary assistants, or contract for sufficient services of an estimating consultant and to process proposed change orders. The estimator shall have a minimum of five (5) years' experience in estimating. The estimator shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The estimator shall not be changed without the written consent of the District unless the estimator ceases to be employed by the Contractor. The Contractor shall submit PCO's requested by the District within fourteen (14) calendar days.

6.4.4. The Contractor shall employ a competent scheduler and necessary assistants, or contract for sufficient services of a scheduling consultant. The scheduler shall have a minimum of five (5) years' experience in scheduling. The scheduler shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The scheduler shall not be changed without the written consent of the District unless the scheduler ceases to be employed by the Contractor.

6.4.5. Contractor shall at all times enforce strict discipline and good order among Contractor's employees, and shall not employ on the Project any unfit person or anyone not skilled in the task assigned.

6.4.6. If Contractor or any Subcontractor on the Project site fails to comply with any provision herein, the District may have the offending person(s) immediately removed from the Site, and the person(s) shall be replaced within three (3) days, at no additional expense to the District. Contractor, on behalf of it and its Subcontractors, hereby waives any claim that the provisions of this paragraph or the enforcement thereof interferes, or has the potential to interfere, with its right to control the means and methods of its performance and duties under this Contract.

6.5. Prohibition on Harassment

6.5.1. In addition to the non-discrimination requirements in the Contract Documents, the Contractor and all Subcontractors must comply with these provisions prohibiting harassment at the Site. The District is committed to providing a campus and workplace free of sexual harassment and harassment based on factors such as race, color religion, national origin, ancestry, age, medical condition, marital status, disability or veteran status. Harassment includes without limitation, verbal, physical or visual conduct which creates an intimidating, offensive or hostile environment such as racial slurs; ethnic jokes; posting of offensive statements, posters or cartoons or similar conduct. Sexual harassment includes without limitation the solicitation of sexual favors, unwelcome sexual advances, or other verbal, visual or physical conduct of a sexual nature.

6.5.2. Contractor shall take all reasonable steps to prevent harassment from occurring, including without limitation affirmatively raising the subject of harassment among its employees, expressing strong

disapproval of any form of harassment, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment and informing complainants of the outcome of an investigation into a harassment claim.

6.5.3. Contractor shall not permit any person, whether employed by Contractor or a Subcontractor or any other person or entity, performing any Work at or about the Site to engage in any prohibited form of harassment. Any person performing or providing Work on or about the Site engaging in a prohibited form of harassment directed to any student, faculty member or staff of the District or directed to any other person on or about the Site shall be subject to immediate removal and shall be prohibited thereafter from providing or performing any portion of the Work. Upon the District's receipt of any notice or complaint that any person employed directly or indirectly by Contractor on any Subcontractor in performing or providing the Work has engaged in a prohibited form of harassment, the District will promptly undertake an investigation of such notice or complaint. In the event that the District, after such investigation, reasonably determines that a prohibited form of harassment has occurred, the District shall promptly notify the Contractor of the same and direct that the person engaging in such conduct be immediately removed from the Site. Unless the District's determination that a prohibited form of harassment has occurred is grossly negligent or without reasonable cause, District shall have no liability for directing the removal of any person determined to have engaged in a prohibited form of harassment nor shall the Contract Price or the Contract Time be adjusted on account thereof. The indemnity provisions of the Contract Documents apply to any assertion by any person dismissed from performing or providing work at the direction of the District pursuant to this provision; or (ii) the assertion by any person that any person directly or indirectly under the employment or direction of the Contractor has engaged in a prohibited form of harassment directed to or affecting such person. The obligations of the Contractor and the Surety under the preceding sentence are in addition to, and not in lieu of, any other obligation of defense, indemnity and hold harmless whether arising under the Contract Documents, at law or otherwise; these obligations survive completion of the Work or the termination of the Contract.

6.6. Conferences and Meetings.

6.6.1. In addition to the conference and meeting requirements in the Specifications, Contractor's supervisory personnel for the Work and the Contractor's management personnel shall attend all required meetings as required by the Contract Documents or as requested by the District. The Contractor's personnel participating in conferences and meetings relating to the Work shall be authorized to act on behalf of the Contractor and to bind the Contractor. The Contractor is solely responsible for arranging for the attendance by Subcontractors and Material Suppliers at meetings and conferences relating to the Work as necessary, appropriate or as requested by the District.

6.6.2. Preconstruction Conference. The Contractor's representatives (and representatives of Subcontractors as requested by the District) shall attend a preconstruction conference at such time and place as designated by the District. The preconstruction conference will generally address the requirements of the Work and Contract Documents, and to establish construction procedures. Subject matters of the preconstruction conference will include as appropriate: (a) administrative matters, including an overview of the respective responsibilities of the District, Architect, Construction Manager, Contractor, Subcontractors, Project Inspector, and others performing any part of the Work or services relating to the Work; (b) Submittals; (c) Changes; (d) employment practices, including Certified Payroll preparation and submission and prevailing wage rate responsibilities of the Contractor and Subcontractors; (e) Progress Schedule development and maintenance; (f) development of Schedule of Values and payment procedures; (g) implementation of BIM, if applicable; (h) communication procedures, including the handling of Requests for Information; (i) emergency and safety procedures; (j) Site visitor policies; (k) conduct of Contractor/Subcontractor personnel at the Site; and (l) Completion, Punchlist and closeout procedures.

6.6.3. Progress Meetings. Progress meetings will be conducted on regular intervals (weekly unless otherwise expressly indicated elsewhere in the Contract Documents). The Contractor's representatives

and representatives of Subcontractors (as requested by the District) shall attend progress meetings. Progress Meetings will be chaired by the District or the Construction Manager and will generally include as agenda items: Site safety, field issues, coordination of Work, construction progress and impacts to timely Completion, if any. The purposes of the progress meetings include: a formal and regular forum for discussion of the status and progress of the Work by all Project participants, a review of progress or resolution of previously raised issues and action items assigned to the Project participants, and reviews of the Progress schedule and submittals.

6.6.4. Special Meetings. As deemed necessary or appropriate by the District, special meetings will be conducted with the participation of the Contractor, Subcontractors and other Project participants as requested by the District.

6.6.5. Minutes of Meetings. following conclusion of the preconstruction conference, progress meetings and special meetings, the Architect or the Construction Manager will prepare and distribute minutes reflecting the items addressed and actions taken at a meeting or conference. Unless the Contractor notifies the Architect and the Construction Manager in writing of objections or corrections to minutes prepared hereunder within five (5) days of the date of distribution of the minutes, the minutes as distributed shall constitute the official record of the meeting or conference. No objections or corrections of any Subcontractor or Material Supplier shall be submitted directly to the Architect or the Construction Manager; such objections or corrections shall be submitted to the Architect and the Construction Manager through the Contractor. If the Contractor timely interposes objections or notes corrections, the resolution of such matters shall be addressed at the next scheduled progress meeting.

6.7. Purchase of Materials and Equipment

6.7.1. The Contractor is required to order and obtain materials and equipment sufficiently in advance of its Work at no additional cost or advance payment from District to assure that there will be no delays.

6.7.2. Off-Site Storage of Materials and Equipment Only Upon District's Written Consent. Contractor shall not store materials and/or equipment off site without first obtaining the District's express, written consent. If Contractor receives District's consent to store materials and/or equipment off site ("Stored Materials"), Contractor shall comply with all of the following:

6.7.2.1. Property of Others Insurance. Contractor shall procure and maintain, during the entire time Stored Materials are in off-site storage, insurance coverage acceptable to the District that shall protect Contractor and District from all claims for Stored Materials that are lost, stolen, or damaged. The District shall be named as a loss payee for this insurance coverage. The insurance coverage shall include a "loss payable endorsement" stating that all amounts payable will be paid as a joint-check to the Contractor and District. If approved in advance by District, this required insurance may be obtained by an "Employee Theft Protection Insurance Policy" or an "Employee Theft Protection Bond."

6.7.2.2. Payment for Stored Materials. District shall only make payment to Contractor for Stored Materials if agreed upon in advance, in writing, by the District and provided that Contractor submits an itemized list of all Stored Materials with Contractor's Application for Payment. Contractor's itemized list of all Stored Materials shall be supported by all of the following:

6.7.2.2.1. Itemized breakdown of the Stored Materials for the purpose of requesting partial payment, identifying the serial numbers and exact storage location of each piece of equipment and material; and

6.7.2.2.2. Verified invoices for the Stored Materials; and

6.7.2.2.3. Original copy of Property of Others Insurance, Employee Theft Protection

Insurance Policy, or an Employee Theft Protection Bond based on the type of insurance required by the District. These documents shall include certificates and endorsements stating the coverage and that the District is a loss payee or obligee, as appropriate.

6.8. Documents on Work

6.8.1. Contractor shall at all times keep on the Work Site, or at another location as the District may authorize in writing, one legible copy of all Contract Documents, including Addenda and Change Orders, and titles 19 and 24 of the California Code of Regulations, the specified edition(s) of the Uniform Building Code (electronic versions are acceptable), all approved Drawings, Plans, Schedules, and Specifications, and all codes and documents referred to in the Specifications, and made part thereof. These documents shall be kept in good order and available to District, Construction Manager, Architect, Architect's representatives, the Project Inspector(s), and all authorities having jurisdiction. Contractor shall be acquainted with and comply with the provisions of these titles as they relate to this Project. (See particularly the duties of Contractor, title 24, part 1, California Code of Regulations, section 4-343.) Contractor shall also be acquainted with and comply with all California Code of Regulations provisions relating to conditions on this Project, particularly titles 8 and 17. Contractor shall coordinate with Architect and Construction Manager and shall submit its verified report(s) according to the requirements of title 24.

6.8.2. Daily Job Reports.

6.8.2.1. Contractor shall maintain, at a minimum, at least one (1) set of Daily Job Reports on the Project. These must be prepared by the Contractor's employee(s) who are present on Site, and must include, at a minimum, the following information:

- 6.8.2.1.1.** A brief description of all Work performed on that day.
- 6.8.2.1.2.** A summary of all other pertinent events and/or occurrences on that day.
- 6.8.2.1.3.** The weather conditions on that day.
- 6.8.2.1.4.** A list of all Subcontractor(s) working on that day,
- 6.8.2.1.5.** A list of each Contractor employee working on that day and the total hours worked for each employee.
- 6.8.2.1.6.** A complete list of all equipment on Site that day, whether in use or not.
- 6.8.2.1.7.** A complete list of all materials, supplies, and equipment delivered on that day.
- 6.8.2.1.8.** A complete list of all inspections and tests performed on that day.

6.8.2.2. Each day Contractor shall provide a copy of the previous day's Daily Job Report to the District or the District's Construction Manager.

6.9. Preservation of Records

District shall have the right to examine and audit all Daily Job Reports or other Project records of Contractor's project manager(s), project superintendent(s), and/or project foreperson(s), all certified payroll records and/or related documents including, without limitation, payroll, payment, timekeeping and tracking documents; all books, estimates, records, contracts, documents, bid documents, bid cost data, subcontract job cost reports, and other data of the Contractor, any Subcontractor, and/or supplier, including computations and projections related to bidding, negotiating, pricing, or performing the Work or

Contract modification, in order to evaluate the accuracy, completeness, and currency of the cost, manpower, coordination, supervision, or pricing data at no additional cost to the District. These documents may be duplicative and/or be in addition to any Bid Documents held in escrow by the District. Contractor shall make available at its office at all reasonable times the materials described in this paragraph for the examination, audit, or reproduction until three (3) years after final payment under this Contract. Notwithstanding the provisions above, Contractor shall provide any records requested by any governmental agency, if available, after the time set forth above.

6.10. Integration of Work

6.10.1. Contractor shall do all cutting, fitting, patching, and preparation of Work as required to make its several parts come together properly, to fit it to receive or be received by work of other contractors, and to coordinate tolerances to various pieces of work, showing upon, or reasonably implied by, the Drawings and Specifications for the completed structure, and shall conform them as District and/or Architect may direct.

6.10.2. All cost caused by defective or ill-timed Work shall be borne by Contractor, inclusive of repair work.

6.10.3. Contractor shall not endanger any work performed by it or anyone else by cutting, excavating, or otherwise altering work and shall not cut or alter work of any other contractor except with written consent of District.

6.11. Obtaining of Permits and Licenses

6.11.1. Contractor shall secure and pay for all permits, licenses, and certificates as indicated in the Special Conditions.

6.12. Work to Comply with Applicable Laws and Regulations

6.12.1. Contractor shall give all notices and comply with all applicable laws, ordinances, rules, and regulations relating to the Work, including the specific laws, ordinances, rules, and regulations as indicated and specified in the Contract Documents and identified below, including but not limited to the appropriate statutes and administrative code sections. If Contractor observes that Drawings and Specifications are at variance therewith, or should Contractor become aware of the development of conditions not covered by Contract Documents that will result in finished Work being at variance therewith, Contractor shall promptly notify District in writing and any changes deemed necessary by District shall be made as provided in Contract for changes in Work.

6.12.1.1. National Electrical Safety Code, U. S. Department of Commerce

6.12.1.2. National Board of Fire Underwriters' Regulations

6.12.1.3. Uniform Building Code, latest addition, and the California Code of Regulations, title 24, including amendments.

6.12.1.4. Manual of Accident Prevention in Construction, latest edition, published by A.G.C. of America

6.12.1.5. Industrial Accident Commission's Safety Orders, State of California

6.12.1.6. Regulations of the State Fire Marshall (title 19, California Code of Regulations) and Pertinent Local Fire Safety Codes

- 6.12.1.7. Americans with Disabilities Act
- 6.12.1.8. Education Code of the State of California
- 6.12.1.9. Government Code of the State of California
- 6.12.1.10. Labor Code of the State of California, division 2, part 7, Public Works and Public Agencies
- 6.12.1.11. Public Contract Code of the State of California
- 6.12.1.12. California Art Preservation Act
- 6.12.1.13. U. S. Copyright Act
- 6.12.1.14. U. S. Visual Artists Rights Act

6.12.2. Contractor shall comply will all applicable mitigation measures, if any, adopted by any public agency with respect to this Project pursuant to the California Environmental Quality Act (Public Resources Code sections 21000 et. seq.)

6.12.3. If Contractor performs any Work that it knew, or through exercise of reasonable care should have known, to be contrary to any applicable laws, ordinance, rules, or regulations, Contractor shall bear all costs arising therefrom.

6.12.4. Where Specifications or Drawings state that materials, processes, or procedures must be approved by the DSA, State Fire Marshall, or other body or agency, Contractor shall be responsible for satisfying requirements of such bodies or agencies.

6.13. Safety/Protection of Persons and Property

6.13.1. Contractor will be solely and completely responsible for conditions of the Work Site, including safety of all persons and property during performance of the Work. This requirement will apply continuously and not be limited to normal working hours.

6.13.2. The wearing of hard hats will be mandatory at all times for all personnel on Site. Contractor shall supply sufficient hard hats to properly equip all employees and visitors.

6.13.3. Any construction review of the Contractor's performance is not intended to include review of the adequacy of the Contractor's safety measures in, on, or near the Work Site.

6.13.4. Implementation and maintenance of safety programs shall be the sole responsibility of the Contractor.

6.13.5. Contractor shall furnish to the District a copy of the Contractor's safety plan within the time frame indicated in the Contract Documents and specifically adapted for the Project.

6.13.6. Contractor shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the performance of the Contract and shall take all necessary measures and be responsible for the proper care and completion and final acceptance by District. All Work shall be solely at Contractor's risk with the exception of damage to the Work caused by "acts of God" as defined in Public Contract Code section 7105.

6.13.7. Contractor shall take, and require Subcontractors to take, all necessary precautions for safety of workers on the Project and shall comply with all applicable federal, state, local, and other safety laws,

standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to premises where Work is being performed and to provide a safe and healthful place of employment. Contractor shall furnish, erect, and properly maintain at all times, all necessary safety devices, safeguards, construction canopies, signs, nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction.

6.13.8. Hazards Control. Contractor shall store volatile wastes in covered metal containers and remove them from the Site daily. Contractor shall prevent accumulation of wastes that create hazardous conditions. Contractor shall provide adequate ventilation during use of volatile or noxious substances.

6.13.9. Contractor shall designate a responsible member of its organization on the Project, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety, and health of workers. Name and position of person so designated shall be reported to District by Contractor.

6.13.10. Contractor shall correct any violations of safety laws, rules, orders, standards, or regulations. Upon the issuance of a citation or notice of violation by the Division of Occupational Safety and Health, Contractor shall correct such violation promptly.

6.13.11. Storm Water. Contractor shall comply with the District's Storm Water Pollution Prevention Plan (SWPPP) and, if indicated in the Special Conditions, shall be the District's Qualified SWPPP Practitioner, at no additional cost to the District.

6.13.12. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent such threatened loss or injury. Any compensation claimed by Contractor on account of emergency work shall be determined by agreement.

6.13.13. All salvage materials will become the property of the Contractor and shall be removed from the Site unless otherwise called for in the Contract Documents. However, the District reserves the right to designate certain items of value that shall be turned over to the District unless otherwise directed by District.

6.13.14. All connections to public utilities and/or existing on-site services shall be made and maintained in such a manner as to not interfere with the continuing use of same by the District during the entire progress of the Work.

6.13.15. Contractor shall provide such heat, covering, and enclosures as are necessary to protect all Work, materials, equipment, appliances, and tools against damage by weather conditions, such as extreme heat, cold, rain, snow, dry winds, flooding, or dampness.

6.13.16. Contractor shall protect and preserve the Work from all damage or accident, providing temporary roofs, window and door coverings, boxing, or other construction as required by the Architect. Contractor shall be responsible for existing structures, walks, roads, trees, landscaping, and/or improvements in working areas; and shall provide adequate protection therefor. If temporary removal is necessary of any of the above items, or damage occurs due to the Work, the Contractor shall replace same at its expense with same kind, quality, and size of Work or item damaged. This shall include any adjoining property of the District and others.

6.13.17. Contractor shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property, and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto

caused by construction operations.

6.13.18. Contractor shall confine apparatus, the storage of materials, and the operations of workers to limits indicated by law, ordinances, permits, or directions of Architect, and shall not interfere with the Work or unreasonably encumber Premises or overload any structure with materials. Contractor shall enforce all instructions of District and Architect regarding signs, advertising, fires, and smoking, and require that all workers comply with all regulations while on Project Site.

6.13.19. Contractor, Contractor's employees, Subcontractors, Subcontractors' employees, or any person associated with the Work shall conduct themselves in a manner appropriate for a school site. No verbal or physical contact with neighbors, students, and faculty, profanity, or inappropriate attire or behavior will be permitted. District may require Contractor to permanently remove noncomplying persons from Project Site.

6.13.20. Contractor shall take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed, Contractor shall have a civil engineer, registered as a professional engineer in California, replace them at no cost to District.

6.13.21. In the event that the Contractor enters into any agreement with owners of any adjacent property to enter upon the adjacent property for the purpose of performing the Work, Contractor shall fully indemnify, defend, and hold harmless each person, entity, firm, or agency that owns or has any interest in adjacent property. The form and content of the agreement of indemnification shall be approved by the District prior to entering the adjacent property. The Contractor shall also indemnify the District as provided in the indemnification provision herein. These provisions shall be in addition to any other requirements of the owners of the adjacent property.

6.13.22. Use of Drones. Contractor may utilize drones or similar aerial equipment to monitor the progress of the Work and for security purposes, but Contractor must comply with all legal requirements of the Federal government, the State of California, and the County and City in which the Project is located, applicable to the use of drones or similar aerial equipment. In addition, Contractor shall ensure that no photographs, videos or digital recordings of any kind are taken of District students or staff.

6.14. Working Evenings and Weekends

Contractor may be required to work evenings and/or weekends at no additional cost to the District. Contractor shall give the District seventy-two (72) hours' notice prior to performing any evening and/or weekend work. Contractor shall perform all evening and/or weekend work only upon District's written approval and in compliance with all applicable rules, regulations, laws, and local ordinances including, without limitation, all noise and light limitations. Contractor shall reimburse the District for any Inspector charges necessitated by the Contractor's evening and/or weekend work.

6.15. Noise and Dust Control

6.15.1. In addition to the noise control, dust control and related requirements in the Specifications, Contractor shall control the noise and dust at the Site as indicated here.

6.15.2. Noise Control. The Contractor shall install noise reducing devices on construction equipment. Contractor shall comply with the requirements of the city and county having jurisdiction with regard to noise ordinances governing construction sites and activities. Construction equipment noise at the Site shall be limited as required by applicable law, rule or regulation. If classes are in session at any point during the progress of the Work, and, in the District's reasonable discretion, the noise from any Work disrupts or disturbs the students or faculty or the normal operation of the school at the Site, at the District's request, the Contractor shall schedule the performance of that Work around normal school

hours or make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

6.15.3. Dust Control. The Contractor shall be fully and solely responsible for maintaining and upkeeping all areas of the Site and adjoining areas, outdoors and indoors, free from flying debris, grinding powder, sawdust, dirt and dust as well as any other product, product waste or work waste, that by becoming airborne may cause respiratory inconveniences to persons, particularly to students and District personnel. Additionally, the Contractor shall take specific care to avoid deposits of airborne dust or airborne elements. Those protection devices, systems or methods shall be in accordance with the regulations set forth by the EPA and OSHA, and other applicable law, rule or regulation. Additionally, the Contractor shall be responsible to regularly and routinely clean up and remove any and all deposits of dust and other elements. Damage and/or any liability derived from the Contractor's failure to comply with these requirements shall be exclusively at the cost of the Contractor, including, without limitation, any and all penalties that may be incurred for violations of applicable law, rule or regulation, and any amounts expended by the District to pay such damages shall be due and payable to the District on demand. Contractor shall replace any damages property or part thereof and professionally clean any and all items that become covered or partially covered to any degree by dust or other airborne elements. If classes are in session at any point during the progress of Work, and, in the District's reasonable discretion, flying debris, grinding powder, sawdust, dirt or dust from any Work disrupts or disturbs the students or faculty or the normal operation of the school, at the District's request, the Contractor shall schedule the performance of all that Work around normal school hours and make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

6.15.4. Contractor Failure to Comply. If the Contractor fails to comply with the requirements for dust control, noise control, or any other maintenance or clean up requirement of the Contract Documents, the District, Architect, Project Inspector, or Construction Manager shall notify the Contractor in writing and the Contractor shall take immediate action. Should the Contractor fail to respond with immediate and responsive action and not later than twenty-four (24) hours from that notification, the District shall have the absolute right to proceed as it may deem necessary to remedy such matter. Any and all costs incurred by the District in connection with those actions shall be the sole responsibility of, and be borne by, the Contractor; the District may deduct those amounts from the Contract Price then or thereafter due the Contractor.

6.16. Cleaning Up

6.16.1. The Contractor shall provide all services, labor, materials, and equipment necessary for protecting the Work, all school occupants, furnishings, equipment, and building structure from damage until its Completion and final acceptance by District. Dust barriers shall be provided to isolate dust and dirt from construction operations. At Completion of the Work and portions thereof, Contractor shall clean to the original state any areas beyond the Work area that become dust laden as a result of the Work. The Contractor must erect the necessary warning signs and barricades to ensure the safety of all school occupants. The Contractor at all times must maintain good housekeeping practices to reduce the risk of fire damage and must make a fire extinguisher, fire blanket, and/or fire watch, as applicable, available at each location where cutting, braising, soldering, and/or welding is being performed or where there is an increased risk of fire.

6.16.2. Contractor at all times shall keep Premises free from debris such as waste, rubbish, and excess materials and equipment caused by the Work. Contractor shall not leave debris under, in, or about the Premises, but shall promptly remove same from the Premises on a daily basis. If Contractor fails to clean up, District may do so and the cost thereof shall be charged to Contractor. If Contract is for work on an existing facility, Contractor shall also perform specific clean-up on or about the Premises upon request by the District as it deems necessary for the continuing education process. Contractor shall comply with all related provisions of the Specifications.

6.16.3. If the Construction Manager, Architect, or District observes the accumulation of trash and debris, the District will give the Contractor a 24-hour written notice to mitigate the condition.

6.16.4. Should the Contractor fail to perform the required clean-up, or should the clean-up be deemed unsatisfactory by the District, the District will then perform the clean-up. All cost associated with the clean-up work (including all travel, payroll burden, and costs for supervision) will be deducted from the Contract Price, or District may withhold those amounts from payment(s) to Contractor.

7. SUBCONTRACTORS

- 7.1.** Contractor shall provide the District with information for all Subcontracts as required in the Contractor's Submittals and Schedules Section.
- 7.2.** No contractual relationship exists between the District and any Subcontractor, supplier, or sub-subcontractor by reason of the Contract.
- 7.3.** Contractor agrees to bind every Subcontractor by terms of the Contract as far as those terms are applicable to Subcontractor's work. If Contractor shall subcontract any part of the Contract, Contractor shall be as fully responsible to District for acts and omissions of any Subcontractor and of persons either directly or indirectly employed by any Subcontractor, as it is for acts and omissions of persons directly employed by Contractor. The divisions or sections of the Specifications are not intended to control the Contractor in dividing the Work among Subcontractors or limit the work performed by any trade.
- 7.4.** District's consent to, or approval of, or failure to object to, any Subcontractor under the Contract shall not in any way relieve Contractor of any obligations under the Contract and no such consent shall be deemed to waive any provisions of the Contract.
- 7.5.** Contractor acknowledges sections 4100 through 4114 of the Public Contract Code of the State of California, as regards subletting and subcontracting, and shall comply with all applicable requirements therein. In addition, Contractor acknowledges sections 1720 through 1861 of the Labor Code of the State of California, as regards the payment of prevailing wages and related issues, and shall comply with all applicable requirements therein all including, without limitation, section 1775 and the Contractor's and Subcontractors' obligations and liability for violations of prevailing wage law and other applicable laws.
- 7.6.** No Contractor whose Bid is accepted shall, without consent of the awarding authority and in full compliance with section 4100, et seq, of the Public Contract Code, including, without limitation, sections 4107, 4107.5, and 4109 of the Public Contract Code, either:
 - 7.6.1.** Substitute any person as a Subcontractor in place of the Subcontractor designated in the original Bid; or
 - 7.6.2.** Permit any Subcontract to be assigned or transferred, or allow any portion of the Work to be performed by anyone other than the original Subcontractor listed in the Bid; or
 - 7.6.3.** Sublet or subcontract any portion of the Work in excess of one-half of one percent (1/2 of 1%) of the Contractor's total bid as to which his original bid did not designate a Subcontractor.
- 7.7.** The Contractor shall be responsible for the coordination of the trades, Subcontractors, sub-subcontractors, and material or equipment suppliers working on the Project.
- 7.8.** Contractor is solely responsible for settling any differences between the Contractor and its

Subcontractor(s) or between Subcontractors.

- 7.9. Contractor must include in all of its subcontracts the assignment provisions as indicated in the Termination section of these General Conditions.

8. OTHER CONTRACTS/CONTRACTORS

- 8.1. District reserves the right to let other contracts, and/or to perform work with its own forces, in connection with other portions of the Project or other construction or operations at or about the Site. Contractor shall afford other contractor's reasonable opportunity for introduction and storage of their materials and execution of their work and shall properly coordinate and connect Contractor's Work with the work of other contractors.
- 8.2. In addition to Contractor's obligation to protect its own Work, Contractor shall protect the work of any other contractor that Contractor encounters while working on the Site.
- 8.3. If any part of Contractor's Work depends for proper execution or results upon work of District or any other contractor, Contractor shall inspect and promptly report to the District in writing before proceeding with its Work any defects in District's or any other contractor's work that render Contractor's Work unsuitable for proper execution and results. Contractor shall be held accountable for damages to District for District's or any other contractor's work that Contractor failed to inspect or should have inspected. Contractor's failure to inspect and report shall constitute Contractor's acceptance of all District's or any other contractor's work as fit and proper for reception of Contractor's Work, except as to defects that may develop in District's or any other contractor's work after execution of Contractor's Work.
- 8.4. To ensure proper execution of its subsequent work, Contractor shall measure and inspect work already in place and shall at once report to the District in writing any discrepancy between that executed work and the Contract Documents.
- 8.5. Contractor shall ascertain to its own satisfaction the scope of the Project and nature of District's or any other contracts that have been or may be awarded by District in completion of the Project to the end that Contractor may perform this Contract in light of the other contracts, if any.
- 8.6. Nothing herein contained shall be interpreted as granting to Contractor exclusive occupancy of the Site, the Premises, or of the Project. The District shall have complete access to the Project Site for any reasonable purpose at all times. Contractor shall not cause any unnecessary hindrance or delay to the use and/or school operation(s) of the Premises and/or to District or any other contractor working on the Project. If simultaneous execution of any contract or school operation is likely to cause interference with performance of Contractor's Contract, Contractor shall coordinate with those contractor(s), person(s), and/or entity(s) and shall notify the District of the resolution.

9. DRAWINGS AND SPECIFICATIONS

- 9.1. A complete list of all Drawings that form a part of the Contract is to be found as an index on the Drawings themselves, and/or may be provided to the Contractor and/or in the Table of Contents.
- 9.2. Materials or Work described in words that so applied have a well-known technical or trade meaning shall be deemed to refer to recognized standards, unless noted otherwise.
- 9.3. Trade Name or Trade Term. It is not the intention of the Contract to go into detailed descriptions of any materials and/or methods commonly known to the trade under "trade name" or "trade term." The mere mention or notation of "trade name" or "trade term" shall be considered sufficient notice to Contractor that it will be required to complete the work so named, complete, finished, and operable,

with all its appurtenances, according to the best practices of the trade.

- 9.4. The naming of any material and/or equipment shall mean furnishing and installing of same, including all incidental and accessory items thereto and/or labor therefor, as per best practices of the trade(s) involved, unless specifically noted otherwise.
- 9.5. Contract Documents are complementary, and what is called for by one shall be binding as if called for by all. As such, Drawings and Specifications are intended to be fully cooperative and to agree. However, if Contractor observes that Drawings and Specifications are in conflict, Contractor shall promptly notify District and Architect in writing, and any necessary changes shall be made as provided in the Contract Documents.
- 9.6. In the case of discrepancy or ambiguity in the Contract Documents, the order of precedence in the Agreement shall prevail. However, in the case of discrepancy or ambiguity solely between and among the Drawings and Specifications, the discrepancy or ambiguity shall be resolved in favor of the interpretation that will provide District with the functionally complete and operable Project described in the Drawings and Specifications. In case of ambiguity, conflict, or lack of information, District will furnish clarifications with reasonable promptness.
- 9.7. Drawings and Specifications are intended to comply with all laws, ordinances, rules, and regulations of constituted authorities having jurisdiction, and where referred to in the Contract Documents, the laws, ordinances, rules, and regulations shall be considered as a part of the Contract within the limits specified. Contractor shall bear all expense of correcting work done contrary to said laws, ordinances, rules, and regulations.

9.8. Ownership of Drawings

9.8.1. All copies of the Drawings, Designs, Specifications, and copies of other incidental architectural and engineering work, or copies of other Contract Documents furnished by District, are the property of District. They are not to be used by Contractor in other work and, with the exception of signed sets of Contract Documents, are to be returned to District on request at Completion of Work, or may be used by District as it may require without any additional costs to District. Neither the Contractor nor any Subcontractor, or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications, and other documents prepared by the Architect. District hereby grants the Contractor, Subcontractors, sub-subcontractors, and material or equipment suppliers a limited license to use applicable portions of the Drawings prepared for the Project in the execution of their Work under the Contract Documents.

10. CONTRACTOR'S SUBMITTALS AND SCHEDULES

Contractor's submittals shall comply with the provisions and requirements of the Specifications including, without limitation Submittals. No submittal, unless approved in writing by the District as acceptable and complete, shall be a Contract Document.

10.1. Schedules, Safety Plan and Complete Subcontractor List

10.1.1. Within **TEN (10)** calendar days after the date of the Notice to Proceed (unless otherwise specified in the Notice to Proceed or in the Special Conditions), Contractor shall prepare and submit to the District for review, in a form supported by sufficient data to substantiate its accuracy as the District may require:

10.1.1.1. **Schedule of Work.** Contractor shall provide a preliminary schedule of construction indicating the starting and completion dates of the various stages of the Work, including any information and following any form as may be specified in the Specifications. Once approved by District, this shall become the Construction Schedule. This schedule shall include and identify all tasks

that are on the Project's critical path with a specific determination of the start and completion of each critical path task, all contract milestones and each milestone's completion date(s) as may be required by the District, and the date of Project Completion.

10.1.1.1.1. Proposed Advanced Schedule. The District is not required to accept an early completion ("advanced") schedule; i.e., one that shows early completion dates for the Contract completion or milestones. Contractor shall not be entitled to extra compensation if the District allows the Contractor to proceed performing the Contract on an earlier ("advanced") schedule and Contractor completes the Project, for whatever reason, beyond the date shown in that earlier ("advanced") schedule, but within the Time for Completion indicated in the Contract. A schedule showing the work completed in less than the Time for Completion indicated in the Contract, shall be considered to have Project Float.

10.1.1.1.2. Float or Slack in the Schedule. Float or slack is the amount of time between the early start date and the late start date, or the early finish date and the late finish date, of any of the activities in the schedule. Float or slack is not for the exclusive use of or benefit of either the District or the Contractor, but its use shall be determined solely by the District.

10.1.1.2. Schedule of Submittals. The Contractor shall provide a preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals. Once approved by District, this shall become the Submittal Schedule. All submittals shall be forwarded to the District by the date indicated on the approved Submittal Schedule, unless an earlier date is necessary to maintain the Construction Schedule, in which case those submittals shall be forwarded to the District so as not to delay the Construction Schedule.

10.1.1.3. Schedule of Values. The Contractor shall provide a preliminary schedule of values for all component parts of the Work for which progress payments may be requested. The schedule of values must include quantities and prices of items totaling the Contract Price and must subdivide the Work into component parts in sufficient detail to serve as the basis for progress payments during construction. The preliminary schedule of values should include, at a minimum, the following information and the following structure:

10.1.1.3.1. Divided into at least the following categories:

- 10.1.1.3.1.1.** Overhead and profit;
- 10.1.1.3.1.2.** Supervision;
- 10.1.1.3.1.3.** General conditions;
- 10.1.1.3.1.4.** Layout;
- 10.1.1.3.1.5.** Mobilization;
- 10.1.1.3.1.6.** Submittals;
- 10.1.1.3.1.7.** Bonds and insurance;
- 10.1.1.3.1.8.** Closeout documentation;
- 10.1.1.3.1.9.** Demolition;
- 10.1.1.3.1.10.** Installation;
- 10.1.1.3.1.11.** Rough-in;
- 10.1.1.3.1.12.** Finishes;
- 10.1.1.3.1.13.** Testing;
- 10.1.1.3.1.14.** Punch List and acceptance.

10.1.1.3.2. Divided by each of the following areas:

- 10.1.1.3.2.1.** Site work;
- 10.1.1.3.2.2.** By each building;
- 10.1.1.3.2.3.** By each floor.

10.1.1.3.3. The preliminary schedule of values shall not provide for values any greater than the following percentages of the Contract value:

- 10.1.1.3.3.1.** Mobilization and layout combined to equal not more than 1%;
- 10.1.1.3.3.2.** Submittals, samples and shop drawings combined to equal not more than 3%;
- 10.1.1.3.3.3.** Bonds and insurance combined to equal not more than 2%.

10.1.1.3.4. Closeout Documentation. Closeout Documentation shall have a value in the preliminary schedule of not less than 5%. The value for Closeout Documentation shall be in addition to and shall not be a part of the Contract retention.

10.1.1.3.5. All items on the Schedule of Values must have a specific completion date on the Construction Schedule, or District has approved the Construction Schedule and the Construction Schedule is fully cost-loaded and resource-loaded, unless waived by the District in writing, and detailed as required by the Contract Documents

10.1.1.3.6. Contractor shall certify that the preliminary schedule of values as submitted to the District is accurate and reflects the costs as developed in preparing Contractor's bid. The preliminary schedule of values shall be subject to the District's review and approval of the form and content thereof. In the event that the District objects to any portion of the preliminary schedule of values, the District shall notify the Contractor, in writing, of the District's objection(s) to the preliminary schedule of values. Within five (5) calendar days of the date of the District's written objection(s), Contractor shall submit a revised preliminary schedule of values to the District for review and approval. The foregoing procedure for the preparation, review and approval of the preliminary schedule of values shall continue until the District has approved the entirety of the preliminary schedule of values.

10.1.1.3.7. Once the preliminary schedule of values is approved by the District, this shall become the Schedule of Values. The Schedule of Values shall not be thereafter modified or amended by the Contractor without the prior written consent and approval of the District, which may be granted or withheld in the sole discretion of the District.

10.1.1.3.8. Notwithstanding any provision of the Contract Documents to the contrary, payment of the Contractor's overhead, supervision, general conditions costs, and profit, as reflected in the Schedule of Values, shall be paid by the District in equal installments, based on percentage complete, with the disbursement of Progress Payments and the Final Payment.

10.1.1.3.9. The Contractor shall not "front-load" the Schedule of Values with false dollar amounts for activities to be performed in the early stages of the Project. The District may, in its sole discretion, utilize the costs listed in the Schedule of Values as the true cost of items to be deducted from the Contract Price through credit or deductive Change Order. The values for each line item shall include the amount of overhead and profit applicable to each item of work and shall include, at a minimum, a breakdown between rough and finish Work for the basic trades as well as individual dollar figures for large dollar equipment and materials to be installed or furnished for the Project. No individual line item or scope of work in the Schedule of Values shall exceed \$50,000, except with the express, written consent of the District. Exceptions will be given by the District for a single item of Equipment for which the true cost exceeds \$50,000. The Schedule of Values shall be subject to the District's review and approval of the form and content thereof. Upon request, Contractor shall provide District with data and documentation substantiating the accuracy of the proposed line items. In the event that the District shall reasonably object to any portion of the Schedule of Values, within ten (10) days of the District's receipt of the Schedule of Values, the District shall notify the Contractor, in writing of the District's objection(s) to the Schedule of Values together with any request for substantiating data

or documentation. Within five (5) days of the date of the District's written objection(s) and request for substantiating data and documentation, Contractor shall submit a revised Schedule of Values to the District for review and approval together with the requested data and documentation. The foregoing procedure for the preparation, review and approval of the Schedule of Values shall continue until the District has approved of the entirety of the Schedule of Values. Once the Schedule of Values is approved by the District, the Schedule of Values shall not be thereafter modified or amended by the Contractor without the prior consent and approval of the District, which may be granted or withheld in the sole reasonable discretion of the District. Notwithstanding any provision of the Contract Documents to the contrary, payment of the Contractor's overhead, supervision and general conditions costs and profit, as such items are reflected in the Schedule of Values, shall be made incrementally as included in the activities included in the Approved Construction Schedule.

10.1.1.4. Safety Plan. The Contractor shall provide a preliminary Contractor's Safety Plan specifically adapted for the Project. Contractor's Safety Plan shall comply with the following requirements:

10.1.1.4.1. All applicable requirements of California Division of Industrial Safety ("CalOSHA") and/or of the United States Occupational Safety and Health Administration ("OSHA").

10.1.1.4.2. All provisions regarding Project safety, including all applicable provisions in these General Conditions.

10.1.1.4.3. Contractor's Safety Plan shall be prepared in both English and in the predominant language(s) of the Contractor's and its Subcontractors' employees.

10.1.1.5. Complete Subcontractor List. Contractor shall provide a preliminary Subcontractor List stating the name, address, telephone number, facsimile number, California State Contractors License number, classification, and monetary value of all Subcontracts for parties furnishing labor, material, or equipment for the Project.

10.1.2. Contractor must provide all schedules both in hard copy and electronically, in a format (e.g., Microsoft Project or Primavera) approved in advance by the District.

10.1.3. The District will review the schedules submitted and the Contractor shall make changes and corrections in the schedules as requested by the District and resubmit the schedules until approved by the District.

10.1.4. The District shall have the right at any time to revise the Schedule of Values if, in the District's sole opinion, the Schedule of Values does not accurately reflect the value of the Work performed.

10.1.5. All submittals and schedules must be approved by the District before Contractor can rely on them as a basis for payment.

10.2. Monthly Progress Schedule(s)

10.2.1. Contractor shall provide Monthly Progress Schedule(s) to the District. A Monthly Progress Schedule shall update the approved Construction Schedule or the last Monthly Progress Schedule, showing all work completed and to be completed. The Monthly Progress Schedule shall be sent to the District and shall be in a format acceptable to the District and contain a written narrative of the progress of work that month and any changes, delays, or events that may affect the work. The process for District approval of the Monthly Progress Schedule shall be the same as the process for approval of the Construction Schedule.

10.2.2. Contractor shall also submit Monthly Progress Schedule(s) with all payment applications.

10.3. Material Safety Data Sheets (MSDS)

Contractor is required to ensure Material Safety Data Sheets are available in a readily accessible place at the Work Site for any material requiring a Material Safety Data Sheet per the Federal “Hazard Communication” standard, or employees right to know law. The Contractor is also required to ensure proper labeling on substances brought onto the Project Site and that any person working with the material or within the general area of the material is informed of the hazards of the substance and follows proper handling and protection procedures. Two additional copies of the Material Safety Data Sheets shall also be submitted directly to the District.

10.4. Logistic Plan

Contractor shall provide a staging and logistics plan identifying laydown areas, loading and unloading areas, crane locations, fence locations, temporary utility connections, trailer locations, and emergency evacuation meeting area. This Logistics Plan must be approved by the District prior to the Contractor mobilizing on the Site.

10.5. Information Included in Submittals.

All Submittals shall be accompanied by a written transmittal and each set of plans shall carry a “wet stamp” or other writing by the Contractor providing an identification of the portion of the Drawings or the Specifications pertaining to the Submittal, with each Submittal numbered consecutively for ease of reference along with the following information: (i) date of submission; (ii) Project name; (iii) name of submitting Subcontractor; and (iv) if applicable, the revision number. The foregoing information is in addition to, and not in lieu of, any other information required for the District’s review, evaluation and approval of the Contractor’s Submittals. Each Submittal shall be complete with its required number of copies, no piecemeal documentation is allowed. Any Submittal not bearing the required wet stamp as stated herein, shall be rejected until the appropriate wet stamp information is provided on each submittal.

10.6. Verification of Submittal Information.

By approving and submission of Submittals, the Contractor represents to the District and Architect that the Contractor has determined and verified materials, field measurements, field construction criteria, catalog numbers and similar data related thereto and has checked and coordinated the information contained within such Submittals with the requirements of the Work and of the Contract Documents. Each Submittal shall include the following certification duly executed by the Contractor’s Superintendent or Project Manager for the Work: “The Contractor has reviewed and approved the field dimensions and construction criteria of the attached Submittal. The Contractor has verified that the Submittal is complete and includes notations of any portion of the Work depicted in the Submittal which is not in strict conformity with the Contract Documents. The information in the attached Submittal has been reviewed and coordinated by the Contractor with information included in other Submittals.”

10.7. Contractor Responsibility for Deviations.

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District’s and Architect’s review of Submittals unless the Contractor has specifically informed the District in writing of such deviation at the time of submission of the Submittal and the District has given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Submittals by the District’s and Architect’s review or comments thereon.

10.8. No Performance of Work Without Architect Review.

The Contractor shall perform no portion of the Work requiring the District's and Architect's review of Submittals until the District and Architect have completed their review and returned the Submittal to the Contractor indicating "No Exception Taken" to that Submittal. The Contractor shall not perform any portion of the Work forming a part of a Submittal or which is affected by a related Submittal until the entirety of the Submittal or other related Submittal has been fully processed. All Work shall be in accordance with the final action taken by the District and the Architect review in review of Submittals and other applicable portions of the Contract Documents.

10.9. District and Architect Review of Submittals.

The purpose of the District's and Architect's review of Submittals and the time for the District's and Architect's return of Submittals to the Contractor shall be as set forth elsewhere in the Contract Documents. If the District and/or Architect return a Submittal as rejected or requiring correction(s) with re-submission, the Contractor, so as not to delay the progress of the Work, shall promptly thereafter resubmit a Submittal conforming to the requirements of the Contract Documents; the resubmitted Submittal shall indicate the portions thereof modified in accordance with the District's and Architect's direction. When professional certification of performance criteria of materials, systems or equipment is required by the Contract Documents, the District shall be entitled to rely upon the accuracy and completeness of the Contractor's calculations and certifications accompanying Submittals. The District's and Architect's review of the Submittals is for the limited purposes described in the Contract Documents. The District and Architect will review each Submittal twice. Should additional Submittals be required as a result of failure of the Contractor to address comments, the Contractor will pay for the Architect's services on a time and material basis for each subsequent review.

10.10. Deferred Approval Items.

In the event that any portion of the Work is designated in the Contract Documents as a "Deferred Approval" item from DSA, Contractor shall be solely and exclusively responsible for the preparation of Submittals for such item(s) in a timely manner so as not to delay or hinder the completion of the Work within the Contract Time. All work, labor, materials, equipment or services necessary to complete the design, engineering and permitting/approval of the Deferred Approval items shall be provided by the Contractor without adjustment of the Contract Price or the Contract Time.

10.11. Contractor Responsibility for Deviations

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District's or Architect's review of Submittals unless the Contractor has specifically informed the District and the Architect in writing of such deviation at the time of submission of the Submittal and the District and the Architect have given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Submittals by the District's or the Architect's review or comments thereon.

11. SITE ACCESS, CONDITIONS AND REQUIREMENTS

11.1. Site Investigation

Before bidding on the Work, Contractor shall make a careful investigation of the Site and thoroughly familiarize itself with the requirements of the Contract. By the act of submitting a bid for the Work included in the Contract, Contractor shall be deemed to have made a complete study and investigation, and to be familiar with and accepted the existing conditions of the Site.

11.2. Soils Investigation Report

11.2.1. When a soils investigation report obtained from test holes at Site is available, that report shall be available to the Contractor but shall not be a part of the Contract. Any information obtained from that report or any information given on Drawings as to subsurface soil condition or to elevations of existing grades or elevations of underlying rock is approximate only, is not guaranteed, does not form a part of the Contract, and Contractor may not rely thereon. By submitting its bid, Contractor acknowledges that it made visual examination of Site and made whatever tests Contractor deems appropriate to determine underground condition of soil.

11.2.2. Contractor agrees that no claim against District will be made by Contractor for damages and hereby waives any rights to damages if, during progress of Work, Contractor encounters subsurface or latent conditions at Site materially differing from those shown on Drawings or indicated in Specifications, or for unknown conditions of an unusual nature that differ materially from those ordinarily encountered in the work of the character provided for in Plans and Specifications, except as indicated in the provisions of these General Conditions regarding trenches, trenching, and/or existing utility lines.

11.3. Access to Work

District and its representatives shall at all times have access to Work wherever it is in preparation or progress, including storage and fabrication. Contractor shall provide safe and proper facilities for access so that District's representatives may perform their functions.

11.4. Layout and Field Engineering

11.4.1. All field engineering required for layout of this Work and establishing grades for earthwork operations shall be furnished by Contractor at its expense. This Work shall be done by a qualified, California-registered civil engineer approved in writing by District and Architect. Any required Record and/or As-Built Drawings of Site development shall be prepared by the approved civil engineer.

11.4.2. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility, and general character of the Site and for having satisfied itself as to the conditions under which the Work is to be performed. District shall not be liable for any claim for allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site.

11.4.3. Contractor shall protect and preserve established benchmarks and monuments and shall make no changes in locations without the prior written approval of District. Contractor shall replace any benchmarks or monuments that are lost or destroyed subsequent to proper notification of District and with District's approval.

11.5. Utilities for Construction

Utilities necessary to complete the Work and to completely perform all of the Contractors' obligations shall be obtained by the Contractor without adjustment of the Contract Price. The Contractor shall furnish and install necessary or appropriate temporary distributions of utilities, including utilities furnished by the District. Any such temporary distributions shall be removed by the Contractor upon completion of the Work. The costs of all such utility services, including the installation and removal of temporary distributions thereof, shall be borne by the Contractor and included in the Contract Price. Also refer to other utility requirements as indicated in the Specifications.

11.6. Sanitary Facilities

At all times during Work at the Site, the Contractor shall obtain and maintain temporary sanitary facilities in conformity with applicable law, rule or regulation. The Contractor shall maintain temporary sanitary facilities in a neat and clean manner with sufficient toilet room supplies. Personnel engaged in the Work are not permitted to use toilet facilities at the Site. Also refer to other Sanitary facility requirements as

indicated in the Specifications.

11.7. Surveys

Contractor shall provide surveys done by a California-licensed civil engineer surveyor to determine locations of construction, grading, and site work as required to perform the Work.

11.8. Regional Notification Center

Contractor, except in an emergency, shall contact the appropriate regional notification center at least two (2) days prior to commencing any excavation if the excavation will be conducted in an area or in a private easement that is known, or reasonably should be known, to contain subsurface installations other than the underground facilities owned or operated by the District, and obtain an inquiry identification number from that notification center. No excavation shall be commenced and/or carried out by the Contractor unless an inquiry identification number has been assigned to the Contractor or any Subcontractor and the Contractor has given the District the identification number. Any damages arising from Contractor's failure to make appropriate notification shall be at the sole risk and expense of the Contractor. Any delays caused by failure to make appropriate notification shall be at the sole risk of the Contractor and shall not be considered for an extension of the Contract time.

11.9. Existing Utility Lines

11.9.1. Pursuant to Government Code section 4215, District assumes the responsibility for removal, relocation, and protection of main or trunk utility lines and facilities located on the construction Site at the time of commencement of construction under the Contract with respect to any such utility facilities that are not identified in the Plans and Specifications. Contractor shall not be assessed for liquidated damages for delay in completion of the Project caused by failure of District or the owner of a utility to provide for removal or relocation of such utility facilities.

11.9.2. Locations of existing utilities provided by District shall not be considered exact, but approximate within reasonable margin and shall not relieve Contractor of responsibilities to exercise reasonable care nor costs of repair due to Contractor's failure to do so. District shall compensate Contractor for the costs of locating, repairing damage not due to the failure of Contractor to exercise reasonable care, and removing or relocating such utility facilities not indicated in the Plans and Specifications with reasonable accuracy, and for equipment necessarily idle during such work.

11.9.3. No provision herein shall be construed to preclude assessment against Contractor for any other delays in completion of the Work. Nothing in this Article shall be deemed to require District to indicate the presence of existing service laterals, appurtenances, or other utility lines, within the exception of main or trunk utility lines, whenever the presence of these utilities on the Site can be inferred from the presence of other visible facilities, such as buildings, meter junction boxes, on or adjacent to the Site.

11.9.4. If Contractor, while performing Work, discovers utility facilities not identified by District in Contract Plans and Specifications, Contractor shall immediately, but in no case longer than two (2) Business Days, notify the District and the utility in writing. The cost of repair for damage to above-mentioned visible facilities without prior written notification to the District shall be borne by the Contractor.

11.10. Notification

Contractor understands, acknowledges and agrees that the purpose for prompt notification to the District pursuant to these provisions is to allow the District to investigate the condition(s) so that the District shall have the opportunity to decide how the District desires to proceed as a result of the condition(s). Accordingly, failure of Contractor to promptly notify the District in writing, pursuant to the applicable

provisions of these General Conditions, shall constitute Contractor's waiver of any claim for damages or delay incurred as a result of the condition(s).

11.11. Hazardous Materials

Contractor shall comply with all provisions and requirements of the Contract Documents related to hazardous materials including, without limitation, certifications related to hazardous materials in the document entitled Certifications to be Completed by Contractor.

11.12. No Signs

Neither the Contractor nor any other person or entity shall display any signs not required by law or the Contract Documents at the Site, fences trailers, offices, or elsewhere on the Site without specific prior written approval of the District.

12. TRENCHES

12.1. Trenches Greater Than Five Feet

Pursuant to Labor Code section 6705, if the Contract Price exceeds \$25,000 and involves the excavation of any trench or trenches five (5) feet or more in depth, the Contractor shall, in advance of excavation, promptly submit to the District and/or a registered civil or structural engineer employed by the District or Architect, a detailed plan showing the design of shoring for protection from the hazard of caving ground during the excavation of such trench or trenches.

12.2. Excavation Safety

If such plan varies from the Shoring System Standards established by the Construction Safety Orders, the plan shall be prepared by a registered civil or structural engineer, but in no case shall such plan be less effective than that required by the Construction Safety Orders. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the District or by the person to whom authority to accept has been delegated by the District.

12.3. No Tort Liability of District

Pursuant to Labor Code section 6705, nothing in this Article shall impose tort liability upon the District or any of its employees.

12.4. No Excavation without Permits

The Contractor shall not commence any excavation Work until it has secured all necessary permits including the required CAL OSHA excavation/shoring permit. Any permits shall be prominently displayed on the Site prior to the commencement of any excavation.

12.5. Discovery of Hazardous Waste, Unusual Conditions and/or Unforeseen Conditions

12.5.1. Pursuant to Public Contract Code section 7104, if the Work involves digging trenches or other excavations that extend deeper than four (4) feet below the surface, the Contractor shall immediately, but in no case longer than two (2) Business Days, and before the following conditions are disturbed, notify the District, in writing, of any:

12.5.1.1. Material that the Contractor believes may be material that is hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law.

12.5.1.2. Subsurface or latent physical conditions at the Site differing from those indicated.

12.5.1.3. Unknown physical conditions at the Site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract.

12.5.2. The District shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work, shall issue a Change Order under the procedures described herein.

12.5.3. In the event that a dispute arises between District and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Completion date provided for by the Contract, but shall proceed with all work to be performed under the Contract. The Contractor shall retain any and all rights provided by the Contract or by law that pertain to the resolution of disputes and protests, which include the requirement that Contractor complies with the notice and PCO provisions of the Contract Documents. Contractor's failure to submit a proposed change order pursuant to the terms of the Contract Documents shall be deemed a waiver of Contractor's right to an adjustment of the Contract Price of Contract Time.

13. INSURANCE AND BONDS

13.1. Insurance

Unless different provisions and/or limits are indicated in the Special Conditions, all insurance required of Contractor and/or its Subcontractor(s) shall be in the amounts indicated herein and include the provisions set forth herein.

13.1.1. Commercial General Liability and Automobile Liability Insurance

13.1.1.1. Contractor shall procure and maintain, during the life of the Contract, Commercial General Liability Insurance and Automobile Liability Insurance that shall protect Contractor, District, State, Construction Manager(s), Project Inspector(s), and Architect(s) from all claims for bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising from operations under the Contract. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form. Contractor shall ensure that Products Liability and Completed Operations coverage, Fire Damage Liability, and any Auto including owned, non-owned, and hired, are included within the above policies and at the required limits, or Contractor shall procure and maintain these coverages separately.

13.1.1.2. Contractor's deductible or self-insured retention for its Commercial General Liability Insurance policy shall not exceed \$25,000 unless approved in writing by District.

13.1.2. Umbrella Liability Insurance

13.1.2.1. Contractor shall procure and maintain, during the life of the Contract, an Excess Liability and/or Umbrella Liability Insurance Policy. Any Umbrella Liability Insurance Policy shall protect Contractor, District, State, Construction Manager(s), Project Manager(s), and Architect(s) in the amounts indicated herein, and shall comply with all requirements for Commercial General Liability and Automobile Liability and Employers' Liability Insurance. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form.

13.1.2.2. There shall be no gap between the per occurrence amount of any underlying policy and

the start of the coverage under the Umbrella Liability Insurance Policy.

13.1.2.3. Whether this Excess Liability and/or Umbrella Liability Insurance Policy is written on a “follow form” or “stand alone” form, the coverages shall equal or greater than the Contractor’s Commercial General Liability and Automobile Liability and Employers’ Liability Insurance with no exclusions that reduce or eliminate coverage items.

13.1.3. Subcontractor(s): Contractor shall require its Subcontractor(s), if any, to procure and maintain Commercial General Liability Insurance, Automobile Liability Insurance, and Umbrella Liability Insurance with minimum limits equal to at least fifty percent (50%) of the amounts required of the Contractor.

13.1.4. Workers’ Compensation and Employers’ Liability Insurance

13.1.4.1. In accordance with provisions of section 3700 of the California Labor Code, the Contractor and every Subcontractor shall be required to secure the payment of compensation to its employees.

13.1.4.2. Contractor shall procure and maintain, during the life of this Contract, Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees engaged in Work under the Contract, on/or at the Site of the Project. This coverage shall cover, at a minimum, medical and surgical treatment, disability benefits, rehabilitation therapy, and survivors' death benefits. Contractor shall require its Subcontractor(s), if any, to procure and maintain Workers’ Compensation Insurance and Employers’ Liability Insurance for all employees of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor’s insurance shall be covered by Contractor’s insurance. If any class of employee or employees engaged in Work under the Contract, on or at the Site of the Project, are not protected under the Workers’ Compensation Insurance, Contractor shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage for the protection of any employee(s) not otherwise protected before any of those employee(s) commence work.

13.1.5. Builder's Risk Insurance: Builder's Risk “All Risk” Insurance.

Contractor shall procure and maintain, during the life of this Contract, Builder’s Risk (Course of Construction), or similar first party property coverage acceptable to the District, issued on a replacement cost value basis. The cost shall be consistent with the total replacement cost of all insurable Work included within the Contract Documents. Coverage is to insure against all risks of accidental physical loss and shall include without limitation the perils of vandalism and/or malicious mischief (both without any limitation regarding vacancy or occupancy), sprinkler leakage, water damage, mold, civil authority, theft, sonic disturbance, earthquake, flood, collapse, wind, fire, war, terrorism, lightning, smoke, and rioting. Coverage shall include debris removal, demolition, increased costs due to enforcement of all applicable ordinances and/or laws in the repair and replacement of damaged and undamaged portions of the property, and reasonable costs for the Architect’s and engineering services and expenses required as a result of any insured loss upon the Work and Project, including completed Work and Work in progress, to the full insurable value thereof. Contractor must review the **Special Conditions** to confirm the scope of this requirement and if the District has modified this provision.

13.1.6. Proof of Carriage of Insurance and Other Requirements: Endorsements and Certificates

13.1.6.1. Contractor shall not commence Work nor shall it allow any Subcontractor to commence Work under the Contract, until Contractor and its Subcontractor(s) have procured all required insurance and Contractor has delivered in duplicate to the District complete endorsements (or entire insurance policies) and certificates indicating the required coverages have been obtained, and the District has approved these documents.

13.1.6.2. Endorsements, certificates, and insurance policies shall include the following:

13.1.6.2.1. A clause stating:

13.1.6.2.1.1. “This policy shall not be amended, canceled or modified and the coverage amounts shall not be reduced until notice has been mailed to District, Architect, and Construction Manager stating date of amendment, modification, cancellation or reduction. Date of amendment, modification, cancellation or reduction may not be less than thirty (30) days after date of mailing notice.”

13.1.6.2.1.2. In lieu of receiving an endorsement with this clause, the District may, at its sole discretion, accept written notification from Contractor and its insurer to the District of any amendments, modifications, cancellations or reduction in coverage, not less than thirty (30) days prior to such coverage changes occur.

13.1.6.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

13.1.6.3. All endorsements, certificates and insurance policies shall state that District, its trustees, employees and agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s) and Architect(s) are named additional insureds under all policies except Workers’ Compensation Insurance and Employers’ Liability Insurance.

13.1.6.4. Contractor’s and Subcontractors’ insurance policy(s) shall be primary and non-contributory to any insurance or self-insurance maintained by District, its trustees, employees and/or agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s), and/or Architect(s).

13.1.6.5. All endorsements shall waive any right to subrogation against any of the named additional insureds.

13.1.6.6. All policies shall be written on an occurrence form.

13.1.6.7. Unless otherwise stated in the Special Conditions, all of Contractor’s insurance shall be placed with insurers **ADMITTED** in California with a current A.M. Best’s rating of no less than **A-** or **A:VII**.

13.1.6.8. The insurance requirements set forth herein shall in no way limit the Contractor’s liability arising out or relating to the performance of the Work or related activities.

13.1.6.9. Failure of Contractor and/or its Subcontractor(s) to comply with the insurance requirements herein shall be deemed a material breach of the Agreement.

13.1.7. Insurance Policy Limits

Unless different limits are indicated in the **Special Conditions**, the limits of insurance shall not be less than the following amounts:

Commercial General Liability	Includes: Personal & Advertising Injury, Product Liability and Completed Operations	\$2,000,000 each occurrence; \$4,000,000 general aggregate
Automobile Liability – Any Auto	Combined Single Limit	\$2,000,000 per occurrence
Excess Liability (Umbrella)		\$6,000,000 per occurrence;

		\$6,000,000 aggregate
Workers Compensation		Statutory limits pursuant to State law
Employers' Liability		\$2,000,000 each accident, each disease; \$2,000,000 policy limit
Builder's Risk (Course of Construction)		Issued for the value and scope of Work indicated herein.
Property of Others	Combined Single Limit General Aggregate	Issued for the value and scope of Work stored off-site.

13.2. Contract Security – Bonds

13.2.1. Contractor shall furnish two surety bonds issued by a California admitted surety insurer as follows:

13.2.1.1. Performance Bond: A bond in an amount at least equal to one hundred percent (100%) of Contract Price as security for faithful performance of this Contract.

13.2.1.2. Payment Bond: A bond in an amount at least equal to one hundred percent (100%) of the Contract Price as security for payment of persons performing labor and/or furnishing materials in connection with the Contract.

13.2.2. Cost of bonds shall be included in the Bid and Contract Price.

13.2.3. All bonds related to the Project shall be in the forms set forth in the Contract Documents and shall comply with all requirements of the Contract Documents, including, without limitation, the bond forms.

14. WARRANTY/GUARANTEE/INDEMNITY

14.1. Warranty/Guarantee

14.1.1. Contractor shall obtain and preserve for the benefit of the District, manufacturer's warranties on materials, fixtures, and equipment incorporated into the Work.

14.1.2. In addition to guarantees required elsewhere, Contractor shall, and hereby does guarantee and warrant all Work against all defects for a period of **ONE (1)** year after the later of the following dates:

14.1.2.1. The date of completion as defined in Public Contract Code section 7107, subdivision (c),

14.1.2.2. The commissioning date for the Project, if any.

14.1.3. At the District's sole option, Contractor shall repair or replace any and all of that Work, together with any other Work that may be displaced in so doing, that may prove defective in workmanship and/or materials within a **ONE (1)** year period from date of Completion as defined above without expense whatsoever to District. In the event of failure of Contractor and/or Surety to commence and pursue with diligence said replacements or repairs within **TEN (10)** days after being notified in writing, Contractor and Surety hereby acknowledge and agree that District is authorized to proceed to have defects repaired and made good at expense of Contractor and/or Surety who hereby agree to pay costs and charges therefore immediately on demand.

14.1.4. If, in the opinion of District, defective work creates a dangerous condition or requires immediate

correction or attention to prevent further loss to District or to prevent interruption of operations of District, District will attempt to give the notice required above. If Contractor or Surety cannot be contacted or neither complies with District's request for correction within a reasonable time as determined by District, District may, notwithstanding the above provision, proceed to make all corrections and/or provide attentions the District believes are necessary. The costs of correction or attention shall be charged against Contractor and Surety of the guarantees provided in this Article or elsewhere in the Contract Documents.

14.1.5. The above provisions do not in any way limit the guarantees on any items for which a longer guarantee is specified or on any items for which a manufacturer gives a guarantee for a longer period. Contractor shall furnish to District all appropriate guarantee or warranty certificates as indicated in the Specifications or upon request by District.

14.1.6. Nothing herein shall limit any other rights or remedies available to District.

14.2. Indemnity

14.2.1. To the furthest extent permitted by California law, Contractor shall indemnify, defend with legal counsel reasonably acceptable to the District, keep and hold harmless the District and its consultants, the Architect and its consultants, the Construction Manager and its consultants, separate contractors, and their respective board members, officers, representatives, contractors, agents, and employees, in both individual and official capacities ("Indemnitees"), against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the performance of the Work by Contractor, its Subcontractors, vendors, or suppliers, including, without limitation, any such suit, claim, damage, loss, or expense attributable to, without limitation, bodily injury, sickness, disease, death, alleged patent violation or copyright infringement, or to injury to or destruction of tangible property (including damage to the Work itself) including the loss of use resulting therefrom, except to the extent caused by the sole negligence, active negligence, or willful misconduct of the Indemnitees, and/or to any extent that would render these provisions void or unenforceable. This agreement and obligation of Contractor shall not be construed to negate, abridge, or otherwise reduce any right or obligation of indemnity that would otherwise exist as to any party or person described herein. This indemnification, defense, and hold harmless obligation includes any failure or alleged failure by Contractor to comply with any provision of law, any failure or alleged failure to timely and properly fulfill all of its obligations under the Contract Documents in strict accordance with their terms, and without limitation, any stop payment notice actions or liens, including liens by the California Department of Labor Standards Enforcement.

14.2.2. Contractor shall give prompt notice to the District in the event of any injury (including death), loss, or damage included herein. Without limitation of the provisions herein, if Contractor's agreement to indemnify, defend, and hold harmless the Indemnitees as provided herein against liability for damage arising out of bodily injury to persons or damage to property caused by or resulting from the negligence of any of the Indemnitees shall to any extent be or be determined to be void or unenforceable, it is the intention of the parties that these circumstances shall not otherwise affect the validity or enforceability of Contractor's agreement to indemnify, defend, and hold harmless the rest of the Indemnitees, as provided herein, and in the case of any such suits, claims, damages, losses, or expenses caused in part by the default, negligence, or act or omission of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, and in part by any of the Indemnitees, Contractor shall be and remain fully liable on its agreements and obligations herein to the full extent permitted by law.

14.2.3. In any and all claims against any of the Indemnitees by any employee of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, Contractor's indemnification obligation herein shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for Contractor or

any Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

14.2.4. The defense and indemnification obligations hereunder shall survive the Completion of Work, including the warranty/guarantee period, and/or the termination of the Agreement.

15. TIME

15.1. Notice to Proceed

District may issue a Notice to Proceed as indicated in the Instructions to Bidders.

15.2. Hours of Work

Work shall be performed during regular working hours as permitted by the appropriate governmental agency except that in the event of an emergency, or when required to complete the Work in accordance with job progress, Work may be performed outside of regular working hours with the advance written consent of the District and approval of any required governmental agencies. Contractor and Subcontractors shall continuously furnish sufficient forces to ensure the performance of the Work in accordance with the Construction Schedule.

15.3. Progress and Completion

15.3.1. Time of the Essence

Time limits stated in the Contract Documents are of the essence to the Contract. By executing the Agreement, Contractor confirms that the Contract Time is a reasonable period for performing the Work.

15.3.2. No Commencement Without Insurance

15.3.2.1. Contractor shall not commence operations on the Project or elsewhere prior to the effective date of insurance and bonds. The date of commencement of the Work shall not be changed by the effective date of such insurance. If Contractor commences Work without insurance and bonds, all Work is performed at Contractor's peril and shall not be compensable until and unless Contractor secures bonds and insurance pursuant to the terms of the Contract Documents and subject to District's claim for damages.

15.4. Schedule

Contractor shall provide to District, Construction Manager, and Architect a schedule in conformance with the Contract Documents and as required in the Notice to Proceed and the Contractor's Submittals and Schedules section of these General Conditions.

15.5. Expeditious Completion

The Contractor shall proceed expeditiously with adequate forces and shall achieve Completion within the Contract Time.

16. EXTENSIONS OF TIME –

16.1. Contractor's Notice of Delay

16.1.1. In addition to the requirements indicated in this subsection, Contractor shall submit any request for an adjustment of the Contract Price or the Contract Time through the Change Order provisions in

these General Conditions.

16.1.2. Contractor shall, within **FIVE (5)** calendar days of any delay impacting the critical path in completing the Work, notify District in writing of the causes of the delay including documentation and facts explaining the delay.

16.1.3. Any request by Contractor for an adjustment of the Contract Price or the Contract Time for a delay shall be submitted in accordance with the provisions in the Contract Documents governing changes in Work. When requesting time, requests must be submitted with full justification and documentation. Such justification must be based on the official Construction Schedule as updated at the time of occurrence of the delay or execution of Work related to any changes to the Scope of Work.

16.1.4. Any claim for delay must include the following information as support, without limitation:

16.1.4.1. Duration. The duration of the activity relating to the changes in the Work and the resources (manpower, equipment, material, etc.) required to perform the activities within the stated duration.

16.1.4.2. Logical Ties / Fragnets. Specific logical ties to the Contract Schedule for the proposed changes and/or delay showing the activity/activities in the Construction Schedule that are affected by the change and/or delay. (A portion of any delay of seven (7) days or more must be provided.) Include a “fragnet” analysis for the portion of the schedule and the activities the Contractor contends are impacted by the delay.

16.1.4.3. Updated Construction Schedule. A recovery or updated Construction Schedule must be submitted.

16.1.5. District shall review the facts and extent of any noticed delay and may grant Contract Time extension(s) of time for completing Work when, in the District’s judgment, the findings of fact justify an extension.

16.1.6. Extension(s) of time shall apply only to that portion of Work affected by delay, and shall not apply to other portions of Work not so affected.

16.1.7. An extension of time may only be granted if Contractor has timely submitted the updated Construction Schedule as required herein.

16.1.8. Following submission of a notice of delay, the District may determine whether the delay is to be considered:

16.1.8.1. Excusable and Compensable, Excusable and Non-Compensable, or Unexcused;

16.1.8.2. How long the delay continues; and

16.1.8.3. To what extent the prosecution and Completion of the Work might be delayed thereby.

16.1.9. Contractor’s failure to request adjustment(s) of the Contract Time in strict conformity with applicable provisions of the Contract Documents shall be deemed Contractor’s waiver of its right to assert a claim for a delay.

16.1.10. Limitations Upon Adjustment of Contract Time on Account of Delays. Any adjustment of the Contract Time on account of an Excusable Delay or a Compensable Delay shall be limited as set forth herein. No adjustment of the Contract Time shall be made on account of any Excusable Delays or Compensable Delays unless those delay(s) actually and directly impact Work or Work activities on the

critical path of the then current and updated approved Construction Schedule as of the date on which a delay first occurs. The District shall not be deemed in breach of, or otherwise in default of any obligation hereunder, if the District shall deny a request by the Contractor for an adjustment of the Contract Time for any delay that does not actually and directly impact Work on the then current and updated approved Construction Schedule. In submitting a request for an adjustment of Contract Time, and as a condition precedent to the District's review of that request, Contractor shall insert into the then current and updated approved Construction Schedule a "fragnet" analysis representing the event that Contractor claims to result in delay to the critical path as depicted in the updated approved Construction Schedule. If an Excusable Delay and a Compensable Delay occur concurrently, the maximum extension of the Contract Time shall be the number of days from the commencement of the first delay to the cessation of the delay that ends last. If an Unexcused Delay occurs concurrently with either an Excusable Delay or a Compensable Delay, the maximum extension of the Contract Time shall be the number of days, if any, which the Excusable Delay or the Compensable Delay exceeds the period of time of the Unexcused Delay.

16.2. Excusable and Compensable Delay(s)

16.2.1. Contractor is **not** entitled to additional compensation for any delay, even a delay caused by Adverse Weather or an Excusable Delay, unless **all** of the following conditions are met:

- 16.2.1.1.** The District is responsible for the delay;
- 16.2.1.2.** The delay is unreasonable under the circumstances involved and impacts the critical path of the Work and extends the most current Contract Completion date;
- 16.2.1.3.** The delay was not within the contemplation of District and Contractor;
- 16.2.1.4.** Contractor complies with the Change Order procedures, and if necessary, the Claims procedures of the Contract Documents;
- 16.2.1.5.** The delay could not have been avoided or mitigated by the Contractor's care, prudence, foresight, and diligence;
- 16.2.1.6.** The delay extends the most current Contract Completion date; and
- 16.2.1.7.** The delay is not concurrent with a Contractor-caused delay or other type of Excusable Delay.

16.2.2. In accordance with California Public Contract Code section 7102, if the Contractor's progress is delayed by the events described in the preceding subsection, Contractor shall not be precluded from the recovery of damages directly and proximately resulting therefrom. In that event, Contractor's damages, if any, shall be limited to direct, actual and unavoidable additional costs of labor, materials or construction equipment directly resulting from that delay, and shall exclude special, indirect or consequential damages. In no event shall Contractor seek costs or damages for delays, interruptions, hindrances or disruptions to the Work for on-Site or off-Site costs or damages based upon formulas, e.g. Eichleay or other formula. Except as expressly provided for herein, Contractor shall not have any other claim, demand or right to adjustment of the Contract Price arising out of delay, interruption, hindrance or disruption to the progress of the Work. Adjustments to the Contract Price and the Contract Time, if any, on account of Changes to the Work or Suspension of the Work shall be governed by the applicable provisions of the Contract Documents, including without limitation, the "Changes in the Work" section and the percentages in the "Format for Proposed Change" section of these General Conditions.

16.3. Excusable and Non-Compensable Delay(s)

16.3.1. An "Excusable Delay" shall mean an interruption of the Work beyond the reasonable control of

the Contractor and that:

16.3.1.1. Could have not been avoided by the Contractor exercising care, prudence, foresight, and diligence, and

16.3.1.2. Actually extended the most current Project Completion date.

16.3.2. The Contractor may be entitled to an extension of the Project Completion date if there is an Excusable Delay, but the Contractor shall not be entitled to additional compensation for an Excusable Delay.

16.3.3. Excusable Delays are limited to interruptions that satisfy the above requirements and that are acts of God; acts of a public enemy; fires; floods; windstorms; tornadoes; earthquakes; wars; riots; insurrections; epidemics; quarantine restrictions; strikes; lockouts; fuel shortages; freight embargoes; and Adverse Weather that satisfies the requirements herein.

16.3.4. Contractor is aware that governmental agencies and utilities, including, without limitation, the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies may have to approve Contractor-prepared drawings or approve a proposed installation. Contractor shall include in its bid, time for possible review of its drawings and for reasonable delays and damages that may be caused by such agencies. Contractor is not entitled to make a claim for damages or delays or an Excusable Delay arising from the review of Contractor's drawings or other approvals from the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies.

16.3.5. Neither the financial resources of the Contractor or any person or entity directly or indirectly engaged by the Contractor in performance of any portion of the Work shall be deemed conditions beyond the control of the Contractor. If an event of Excusable Delay occurs, the Contract Time shall be subject to adjustment hereunder only if the Contractor establishes: (i) full compliance with all applicable provisions of the Contract Documents relative to the method, manner and time for Contractor's notice and request for adjustment of the Contract Time; (ii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time are outside the reasonable control and without any fault or neglect of the Contractor or any person or entity directly or indirectly engaged by Contractor in performance of any portion of the Work; and (iii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time directly and adversely impacted the critical path of the Work as indicated in the approved Construction Schedule or the most recent updated approved Construction Schedule relative to the date(s) of the claimed event(s) of Excusable Delay.

16.3.6. Computation of Time / Adverse Weather

16.3.6.1. The Contractor will only be allowed a time extension for Adverse Weather conditions if requested by Contractor within five (5) calendar days of the Adverse Weather event, and only if all of the following conditions are met – thereby making the resulting delay an Excusable Delay.

16.3.6.1.1. The weather conditions constitute Adverse Weather, as defined herein and further specified in the Special Conditions;

16.3.6.1.2. Contractor can verify that the Adverse Weather caused delays in excess of five (5) hours of the indicated labor required to complete the scheduled tasks of Work on the day affected by the Adverse Weather;

16.3.6.1.3. The Contractor's crew is dismissed as a result of the Adverse Weather; and

16.3.6.1.4. The number of days of delay for the month exceed those indicated in the

Special Conditions.

16.3.6.2. A day-for-day extension will only be allowed for those days in excess of those indicated in the Special Conditions.

16.3.6.3. The Contractor shall work seven (7) days per week, if necessary, irrespective of inclement weather, to maintain access and the Construction Schedule, and to protect the Work under construction from the effects of Adverse Weather, all at no further cost to the District.

16.3.6.4. The Contract Time has been determined with consideration given to the average climate weather conditions prevailing in the County in which the Project is located.

16.4. Unexcused Delay(s) – Liquidated Damages

16.4.1. Unexcused Delays refer to any delay to the progress of the Work caused by events or factors other than those specifically identified in the “Excusable and Compensable Delay(s)” or the “Excusable and Non-Compensable Delay(s)” sections above. Neither the Contract Price nor the Contract Time shall be adjusted on account of Unexcused Delays.

16.4.2. Contractor and District hereby agree that the exact amount of damages for failure to complete the Work within the time specified is extremely difficult or impossible to determine. If the Work is not completed within the time specified in the Contract Documents, it is understood that the District will suffer damage. It being impractical and unfeasible to determine the amount of actual damage, it is agreed the Contractor shall forfeit and pay to District as fixed and liquidated damages, and not as a penalty, the amount set forth in the Agreement for each calendar day of delay in Completion. Contractor and its Surety shall be liable for the amount thereof pursuant to Government Code section 53069.85.

16.4.3. Contractor shall not forfeit or pay liquidated damages for an Excusable Delay or an Excusable and Compensable Delay.

17. CHANGES IN THE WORK

17.1. No Changes Without Authorization

17.1.1. There shall be no change whatsoever in the Drawings, Specifications, or in the Work without an executed Change Order, a written Unilateral Change Order, or a written Force Account Directive authorized by the District as herein provided. District shall not be liable for the cost of any extra work, any changes to the Contract Time, or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless the District's governing board has authorized the same and the cost thereof has been approved in writing by an executed Change Order, a written Unilateral Change Order, or a written Force Account Directive.

17.1.2. Verbal Order of Change in the Work. Any verbal order, direction, instruction, interpretation, or determination from the District, the Project Inspector or the Architect which in the opinion of the Contractor causes any change to the scope of the Work, or otherwise requires an adjustment to the Contract Price or the Contract Time, shall be treated as a Change only if the Contractor gives the Architect written notice within three (3) Business Days of the order, directions, instructions, interpretation or determination and prior to acting in accordance therewith. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the order, direction, instruction, interpretation or determination giving rise to Contractor's notice. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice within three (3) Business Days of any verbal order, direction, instruction, interpretation or determination shall be deemed Contractor's waiver of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of that verbal order, direction,

instruction, interpretation or determination. The written notice shall state the date, circumstances, extent of adjustment to the Contract Price or the Contract Time, if any, requested, and the source of the verbal order, directions, instructions, interpretation or determination that the Contractor regards as a Change. Unless the Contractor acts in strict accordance with this procedure, any verbal order, direction, instruction, interpretation or determination shall not be treated as a Change and the Contractor hereby waives any claim for any adjustment to the Contract Price or the Contract Time on account thereof.

17.1.3. The Surety, in executing and providing the Performance Bond and the Payment Bond, shall be deemed to have expressly agreed to any change to the Contract and to any extension of time made by reason thereof.

17.1.4. No extension of time for performance of the Work shall be allowed hereunder unless claim for such extension is made at the time changes in the Work are ordered, and such time duly adjusted in writing in the Change Order, Unilateral Change Order, or Force Account Directive. The provisions of the Contract Documents shall apply to all such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications.

17.1.5. Contractor shall perform immediately all work that has been authorized by a fully executed Change Order, Unilateral Change Order, or Force Account Directive. Contractor shall be fully responsible for any and all delays and/or expenses caused by Contractor's failure to expeditiously perform this Work and Contractor's failure or refusal to so proceed with that Work may be deemed to be Contractor's default of a material obligation of the Contractor under the Contract Documents.

17.1.6. Should any Change Order result in an increase in the Contract Price, the cost of that Change Order shall be agreed to, in writing, in advance by Contractor and District and be subject to the monetary limitations set forth in Public Contract Code section 20118.4. In the event that Contractor proceeds with any change in Work without a Change Order executed by the District, Unilateral Change Order, or Force Account Directive, Contractor waives any claim of additional compensation or time for that additional work.

17.1.7. Contractor understands, acknowledges, and agrees that the reason for District authorization is so that District may have an opportunity to analyze the Work and decide whether the District shall proceed with the Change Order or alter the Project so that a change in Work becomes unnecessary.

17.1.8. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent all threatened loss or injury. Any compensation or time claimed by Contractor on account of emergency work shall be determined as indicated herein as a PCO.

17.1.9. No payments will be made, nor will District accept proposed change orders until the Contractor has complied with all the requirements of the Escrow of Bid Documentation document (if applicable).

17.2. Architect Authority

The Architect will have authority to order minor changes in the Work not involving any adjustment in the Contract Price, or an extension of the Contract Time, or a change that is inconsistent with the intent of the Contract Documents. These changes shall be effected by written Change Order, Unilateral Change Order, or by Architect's response(s) to RFI(s).

17.3. Change Orders

17.3.1. A Change Order is a written instrument prepared and issued by the District and/or the Architect and signed by the District (as authorized by the District's governing board), the Contractor, the Architect, and approved by the Project Inspector (if necessary) and DSA (if necessary), stating their agreement

regarding all of the following:

- 17.3.1.1. A description of a change in the Work;
- 17.3.1.2. The amount of the adjustment in the Contract Price, if any; and
- 17.3.1.3. The extent of the adjustment in the Contract Time, if any.

17.3.2. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.

17.3.3. If the District approves of a Change, the District or the Architect shall provide a written Change Order to the Contractor describing the Change and setting forth the adjustment to the Contract Time and the Contract Price, if any, on account of that Change. All Change Orders shall be full payment and final settlement of all rights for direct, indirect and consequential costs, including without limitation, costs of delays or impacts related to, or arising out of, items covered and affected by the Change Order, as well as any adjustments to the Contract Time. Any demand or request for an adjustment to the Contract Time or the Contract Price relating to any Change incorporated into a Change Order not presented by the Contractor for inclusion in the Change Order shall be deemed waived. The Contractor shall execute the Change Order prepared pursuant to the foregoing. After the Change Order has been prepared and forwarded to the Contractor for execution, the Contractor shall not modify or amend the form or content of such Change Order, or any portion thereof.

17.4. Unilateral Change Orders

17.4.1. A Unilateral Change Order is a written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. The District may as provided by law, by Unilateral Change Order and without invalidating the Contract, order changes in the Work consisting of additions, deletions, or other revisions. Any dispute as to the sum of the Unilateral Change Order or timing of payment shall be resolved pursuant to the Payment provisions and the Claims and Disputes provisions herein. **A Unilateral Change Order is NOT a Construction Change Document (which is defined above as a Change Order that DSA must approve).**

17.4.2. The District may issue a Unilateral Change Order in the absence of agreement on the terms of a Change Order.

17.5. Force Account Directives

17.5.1. When work, for which a definite price has not been agreed upon in advance, is to be paid for on a force account basis, all direct costs necessarily incurred and paid by the Contractor for labor, material, and equipment used in the performance of that Work, shall be subject to the approval of the District and compensation will be determined as set forth herein.

17.5.2. District will issue a Force Account Directive to proceed with the Work on a force account basis, and a not-to-exceed budget will be established by District.

17.5.3. All requirements regarding direct cost for labor, labor burden, material, equipment, and markups on direct costs for overhead and profit described in this section shall apply to Force Account Directives. However, District will only pay for actual costs verified in the field by the District or its authorized representative(s) on a daily basis.

17.5.4. Contractor shall be responsible for all cost related to the administration of Force Account Directive. The markup for overhead and profit for Contractor modifications shall be full compensation to

the Contractor to administer Force Account Directive.

17.5.5. Contractor shall notify District or its authorized representative(s) at least twenty-four (24) hours prior to proceeding with any of the force account work. Furthermore, the Contractor shall notify the District when it has consumed eighty percent (80%) of the budget, and shall not exceed the budget unless specifically authorized in writing by the District. Contractor will not be compensated for force account work in the event that Contractor fails to timely notify the District regarding the commencement of force account work, or exceeding the force account budget.

17.5.6. Contractor shall diligently proceed with the work, and on a daily basis, submit a daily force account report on a form supplied by the District no later than 5:00 p.m. each day. The report shall contain a detailed itemization of the daily labor, material, and equipment used on the force account work only. The names of the individuals performing the force account work shall be included on the daily force account reports. The type and model of equipment shall be identified and listed. District will review the information contained in the reports, and sign the reports no later than the next work day, and return a copy of the report to Contractor for its records. District will not sign, nor will Contractor receive compensation for work District cannot verify. Contractor will provide a weekly force account summary indicating the status of each Force Account Directive in terms of percent complete of the not-to-exceed budget and the estimated percent complete of the work.

17.5.7. In the event Contractor and District reach a written agreement on a set cost for the work while the work is proceeding based on a Force Account Directive, the Contractor's signed daily force account reports shall be discontinued and all previously signed reports shall be invalid.

17.6. Price Request

17.6.1. Definition of Price Request. A Price Request ("PR") is a written request prepared by the Architect requesting the Contractor to submit to the District and the Architect an estimate of the effect of a proposed change in the Work on the Contract Price and the Contract Time.

17.6.2. Scope of Price Request. A Price Request shall contain adequate information, including any necessary Drawings and Specifications, to enable Contractor to provide the cost breakdowns required herein. Contractor shall not be entitled to any additional compensation for preparing a response to a Price Request, whether ultimately accepted or not.

17.6.3. Contractor shall not consider Price Requests to be instructions either to stop work in progress or to execute the proposed change.

17.6.4. Within the time specified in Price Request after receipt of Price Request, Contractor shall submit a quotation estimating cost adjustments to the Contract Price and the Contract Time necessary to execute the change, with the following documentation and information:

17.6.4.1. Include a list of quantities of products required or eliminated and unit costs, with total amount of purchases and credits to be made. If requested, furnish survey data to substantiate quantities.

17.6.4.2. Indicate applicable taxes, delivery charges, equipment rental, and amounts of trade discounts.

17.6.4.3. Include costs of labor and supervision directly attributable to the change.

17.6.4.4. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationship. Use available total float before requesting an extension of the Contract Time.

17.7. Proposed Change Order

17.7.1. Proposed Change Order. The Contractor may issue a Proposed Change Order (“PCO”), only as a written request prepared by it to the District and the Architect, requesting that the District issue a Change Order based upon a proposed change to the Work.

17.7.2. Changes in Contract Price. A PCO shall include breakdowns pursuant to the provisions herein to validate any change in Contract Price and include all reasonable documentation as required herein.

17.7.3. Changes in Time. A PCO shall also include any changes in time required to complete the Project. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationships. Use available total float before requesting an extension of the Contract Time. Any additional time requested shall not be the number of days to make the proposed change, but must be based upon the impact to the Construction Schedule as defined in the Contract Documents. If Contractor fails to request a time extension in a PCO, then the Contractor is thereafter precluded from requesting time and/or claiming a delay. If the Contractor is requesting additional time and believes that time is both Excusable and Compensable, then the Contractor must provide detailed documentation that supports its position and that addresses all the components of the “Excusable and Compensable Delay(s)” section above.

17.7.4. Unknown and/or Unforeseen Conditions. If Contractor submits a PCO requesting an increase in Contract Price and/or Contract Time that is based at least partially on Contractor's assertion that Contractor has encountered unknown and/or unforeseen condition(s) on the Project, then Contractor shall base the PCO on provable information that, beyond a reasonable doubt and to the District's satisfaction, demonstrates that the unknown and/or unforeseen condition(s) were actually unknown and/or unforeseen and that the condition(s) were reasonably unknown and/or unforeseen. If not, the District shall deny the PCO and the Contractor shall complete the Project without any increase in Contract Price and/or Contract Time based on that PCO.

17.7.5. Time to Submit PCO. Contractor shall submit its PCO within five (5) days of the date Contractor discovers, or reasonably should discover, the circumstances giving rise to the proposed change order, unless additional time to submit a proposed change order is granted in writing by the District. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the basis for the PCI. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice (with Supporting Documentation to permit the District's review and evaluation) within this time frame shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of the circumstances giving rise to the PCO.

17.8. Format for Proposed Change Order

17.8.1. The following “Format For Proposed Change For Subcontractor Performed Work” and “Format For Proposed Change For Contractor Performed Work” shall be used as applicable by the District and the Contractor (e.g. Change Orders, PCO's) to communicate proposed additions and deductions to the Contract, supported by attached documentation.

FORMAT FOR PROPOSED CHANGE FOR SUBCONTRACTOR PERFORMED WORK

	<u>SUBCONTRACTOR PERFORMED WORK</u>	<u>ADD</u>	<u>DEDUCT</u>
(A)	<u>Labor Charge</u> 1. Hours. Attach total itemized hours. 2. Rate. This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations (“DIR”) for the applicable labor category.		
(B)	<u>Labor Burden & Worker’s Compensation Charge</u> 1. This shall be no more than twenty percent (20%) of item (A) , the Labor Charge. 2. This shall be the total cumulative charge permitted for all Subcontractors or all labor performed by the Subcontractor or Subcontractor’s Subcontractor(s) (i.e., all “lower-tier” Subcontractor(s)).		
(C)	<u>Subtotal (A+B)</u>		
(D)	<u>Material Charge</u> Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).		
(E)	<u>Equipment Charge</u> Attach invoice(s) from supplier(s).		
(F)	<u>Subtotal (C+D+E)</u>		
(G)	<u>Subcontractor’s Overhead and Profit Charge</u> 1. This shall be no more than five percent (8%) of item (F) . 2. This shall be the total cumulative mark-up permitted for the Subcontractor and Subcontractor’s Subcontractor(s) (i.e., all “lower-tier” Subcontractor(s)).		
(H)	<u>Subtotal (F+G)</u>		
(I)	<u>Contractor’s Overhead, Profit, Bond and Insurance</u> 1. This shall be no more than six percent (6%) of Item (F) . 2. This shall be the total mark-up permitted for Contractor.		
(J)	<u>TOTAL (H+I)</u>		
(K)	<u>Time</u>	_____ Days	

FORMAT FOR PROPOSED CHANGE FOR CONTRACTOR PERFORMED WORK

	<u>CONTRACTOR PERFORMED WORK</u>	<u>ADD</u>	<u>DEDUCT</u>
(A)	<p><u>Labor Charge</u></p> <p>1. Hours. Attach total itemized hours.</p> <p>2. Rate. This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations (“DIR”) for the applicable labor category.</p>		
(B)	<p><u>Labor Burden & Worker’s Compensation Charge</u></p> <p>1. This shall be no more than twenty percent (20%) of item (A), the Labor Charge.</p> <p>2. This shall be the total cumulative charge permitted for all labor performed by Contractor.</p>		
(C)	<u>Subtotal (A+B)</u>		
(D)	<p><u>Material Charge</u></p> <p>Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).</p>		
(E)	<p><u>Equipment Charge</u></p> <p>Attach invoice(s) from supplier(s).</p>		
(F)	<u>Subtotal (C+D+E)</u>		
(G)	<p><u>Contractor’s Overhead, Profit, Bond and Insurance</u></p> <p>1. This shall be no more than six percent (6%) of Item (F).</p> <p>2. This shall be the total mark-up permitted for Contractor.</p>		
(H)	<u>TOTAL (F+G)</u>		
(I)	<u>Time</u>	_____ Days	

17.8.2. All Proposed Change Order requests by Contractor for a change shall include a complete itemized breakdown with the following detail:

17.8.2.1. Labor. Labor breakdown by trade classification, wage rates, and estimated hours. Labor costs shall only include fringe benefits indicated by governing trade organizations. Wages shall not exceed current prevailing wages in the locality for performance of the changes.

17.8.2.1.1. The Contractor's or Subcontractors' labor burden and Workers' Compensation premium shall only be charged as indicated herein. In no event shall Contractor include any other charges than as indicated herein without the prior written approval of the District.

17.8.2.2. Material. Material quantities, and types of products, and transportation costs, if applicable.

17.8.2.3. Equipment. Equipment breakdown by make, type, size, rental rates (if not owned), equipment hours and transportation costs, if applicable.

17.8.2.3.1. The equipment costs shall not exceed one hundred percent (100%) of the Association of Equipment Distributors (AED) rental rates or Caltrans rates, whichever is less. Hourly, daily, weekly, or monthly rates shall be used, whichever is lower. Hourly rates including operator shall not be used.

17.8.2.3.2. The time to be paid for equipment shall be the actual time that the equipment is in productive operation on the Work or idled as a result of the event or circumstance giving rise to the Proposed Change Order. In computing the hourly rental of equipment, any time less than thirty (30) minutes shall be considered one-half (1/2) hour. No payment will be made for time while equipment is inoperative due to breakdown, or for non-workdays. In addition, the rental time shall not include the time required to move the equipment to and from the project site. No mobilization or demobilization will be allowed for equipment already on site. If such equipment is not moved by its own power, then loading and transportation costs will be paid in lieu of rental time thereof. However, neither moving time nor loading and transportation costs will be paid if the equipment is used on the Project Site in any other way than upon the work directly related to the event or circumstance giving rise to the Proposed Change Order.

17.8.2.3.3. Individual pieces of equipment having a replacement value of one thousand dollars (\$1,000) or less shall be considered to be small tools or small equipment, and no payment will be made since the costs of these tools and equipment is included as part of the markup for overhead and profit defined herein.

17.8.2.3.4. Payment to the Contractor for the use of equipment as set forth above shall constitute full compensation to the Contractor for the cost of fuel, power, oil, lubricants, supplies, small equipment, necessary attachments, repairs and maintenance of any kind, depreciation, storage, insurance, labor (except for equipment operators), and any and all costs to the Contractor incidental to the use of the equipment.

17.8.2.3.5. Should Contractor, or any of its owners, officers, directors or agents, hold any ownership interest in any company, organization, association or corporation from whom rental equipment is secured. Contractor shall immediately notify District of such and the price set for any such rental shall be agreed upon in advance by the Contractor and the District.

17.8.2.3.6. Overhead, Profit, Bond and Insurance Costs. Markup for overhead and profit, which shall be used to compensate Contractor for all costs for all administration, general conditions, and supervision, including, without limitation:

17.8.2.3.6.1. All home office overhead, field office overhead, field office personnel including, but not limited to, principals, project managers, superintendents, supervisory foremen, estimators, project engineers, detailers, draftsmen, schedulers, consultants, watchmen, payroll clerks, administrative assistants, labor compliance costs and secretaries.

17.8.2.3.6.2. All field and field office expenses including, but not limited to, field trailers, parking, storage sheds, office equipment and supplies, telephone service and long distance telephone calls, computers, fax machines, temporary utilities, sanitary facilities and services, janitorial services, small tools and equipment with a cost under \$1000 each, portable scaffolding, blocking, shores, appliances, job vehicles, security and fencing, conformance to regulatory requirements including compliance to safety regulations, safety programs and meetings, cartage, warranties, As-Built Drawings, as well as any related maintenance costs.

17.8.2.3.6.3. Administrative functions such as, but not limited to, reviewing, coordinating, distributing, processing, posting, recording, estimating, negotiating, expediting, engineering, drawing, detailing, revising shop drawings, carting, cleaning, protecting the work, and other incidental Work related to the change.

17.8.2.3.6.4. All other costs and taxes required to be paid, but not included under direct costs as defined above including, without limitation, payroll taxes, social security, etc.

17.8.2.3.6.5. All costs for Contractor's bonds and insurance.

17.8.2.3.6.6. Taxes: Federal excise tax shall not be included. District will issue an exemption on request.

17.8.2.3.7. Contract Time. Justification for any adjustment in Contract Time including a schedule analysis identifying critical schedule activities delayed by the request. Contract Time shall be extended or reduced by Change Orders, Unilateral Change Orders, or Force Account Directives for a period of time commensurate with the time reasonably necessary to perform a Change. This time must be requested in writing by the Contractor with the Price Request, PCO, or expressly in writing as part of its documentation for Unilateral Change Orders, or Force Account Directives. The Contractor shall justify any Contract Time extension by submittal of a schedule analysis as required in this Changes section of these General Conditions accurately portraying the impact of the change on the critical path of the Construction Schedule. Changes performed within available float shall not justify an extension to the Contract Time. The District shall make the final determination of the amount of Contract Time to allocate to any Change.

17.8.2.4. Supporting Documentation. Contractor shall include with each PCO, along with the itemized breakdown as required herein, reasonable documentation substantiating the requested change in the Contract Price and Contract Time. If the District deems Contractor's supporting documentation incomplete or inadequate to substantiate the requested change to the Contract Price and Contract Time, the District may request that Contractor supplement the PCO with additional, reasonable supporting documentation.

17.9. Change Order Certification

17.9.1. All Change Orders and PCOs shall include the following certification by the Contractor. The Parties acknowledged that if a Change Order is approved that does not include this language, that Change Order shall be deemed to include this certification language:

The Contractor approves the foregoing as to the changes, if any, and the price specified for each item and the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all

labor, materials, and service, and perform all work necessary to complete all additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District. It is expressly understood that the value of the extra Work or changes includes all of the Contractor's costs, expenses, field overhead, home office overhead, profit, both direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project. Any costs, expenses, damages, or time extensions not included are deemed waived.

17.10. Determination of Change Order Cost

17.10.1. The amount of the increase or decrease in the Contract Price from a Change Order, if any, shall be determined in one or more of the following ways as applicable to a specific situation and at the District's discretion:

17.10.1.1. District acceptance of a PCO;

17.10.1.2. By agreement between District and Contractor.

17.10.1.3. By unit prices or alternates contained in Contractor's original bid. If the Bid for the Work included proposal(s) for Alternate Bid Item(s), during Contractor's performance of the Work, the District may elect to add any such Alternate Bid Item(s) if the that item did not form a basis for award of the Contract or delete any such Alternate Bid Item(s) if that item formed a basis for award of the Contract. If the District elects to add or delete an Alternate Bid Item(s) pursuant to the foregoing, the cost or credit for that Alternate Bid Item(s) shall be as set forth in the Contractor's Bid, at the District's discretion. If any Alternate Bid Item is added or deleted from the Work pursuant to the foregoing, the Contract Time shall be adjusted by the number of days allocated for the added or deleted Alternate Bid Item in the Contract Documents; if days are not allocated for any Alternate Bid Item added or deleted pursuant to the foregoing, the Contract Time shall be equitably adjusted.

17.10.1.4. By the District, based upon actual and necessary costs incurred by the Contractor as determined by the District on the basis of the Contractor's records. Promptly upon determining the extent of adjustment to the Contract Price, the District shall notify the Contractor in writing of the same; the Contractor shall be deemed to have accepted the District's determination of the amount of adjustment to the Contract Price on account of a Change to the Work unless Contractor shall notify the District, in writing, not more than fifteen (15) days from the date of the District's written notice, of any objection to the District's determination. Failure of the Contractor to timely notify the District of Contractor's objections to the District's determination of the extent of adjustment to the Contract Price shall be deemed Contractor's acceptance of the District's determination and a waiver of any right or basis of the Contractor to thereafter protest or otherwise object to the District's determination. Notwithstanding any objection of the Contractor to the District's determination of the extent of any adjustment to the Contract Price pursuant to this provision, Contractor shall diligently proceed to perform and complete any such Change.

17.11. Deductive Change Orders

If Contractor offers a proposed amount for a deductive Change Order(s), Contractor shall include a minimum of five percent (5%) total overhead and profit to be deducted with the amount of the work of the Change Order(s). If Subcontractor work is involved, Subcontractors shall also include a minimum of five percent (5%) overhead and profit to be deducted with the amount of its deducted work, for a total

minimum of ten percent (10%) total overhead and profit to be deducted. Any deviation from this provision shall not be allowed.

17.12. Discounts, Rebates and Refunds

For purposes of determining the cost, if any, of any change, addition, or omission to the Work hereunder, all trade discounts, rebates, refunds, and all returns from the sale of surplus materials and equipment shall accrue and be credited to the Contractor, and the Contractor shall make provisions so that such discounts, rebates, refunds, and returns may be secured, and the amount thereof shall be allowed as a reduction of the Contractor's cost in determining the actual cost of construction for purposes of any change, addition, or omission in the Work as provided herein.

17.13. Accounting Records

With respect to portions of the Work performed by Change Orders, Unilateral Change Orders, or Force Account Directives, Contractor shall keep and maintain cost-accounting records satisfactory to the District, which shall be available to the District on the same terms as any other books and records Contractor is required to maintain pursuant to the Contract Documents.

17.14. Notice Required

If Contractor is seeking an adjustment in the Contract Price, or any extension in the Contract Time for Completion, it shall notify District pursuant to the provisions of the Contract Documents. No adjustment in the Contract Price or Contract Time shall be considered unless made in accordance with the Contract Documents. Contractor shall proceed to execute the Work even though the adjustment may not have been agreed upon. Any change in the Contract Price or extension of the Contract Time resulting from such contract adjustment shall only be authorized by a Change Order.

17.15. Applicability to Subcontractors

Any requirements under this Article shall be equally applicable to Change Orders, Unilateral Change Orders, or Force Account Directives issued to Subcontractors by the Contractor to the extent as required by the Contract Documents.

17.16. Alteration to Change Order Language

Contractor shall not alter Change Orders or reserve time in Change Orders. Contractor shall execute finalized Change Orders and proceed under the provisions herein with proper notice.

17.17. Failure of Contractor to Execute Change Order

Contractor shall be in default of the Contract if Contractor fails to execute a Change Order when the Contractor agrees with the addition and/or deletion of the Work in that Change Order.

18. REQUEST FOR INFORMATION

18.1. Any Request for Information ("RFI") shall reference all applicable Contract Document(s), including Specification section(s), detail(s), page number(s), drawing number(s), and sheet number(s), etc. Contractor shall make suggestions and interpretations of the issue raised by each RFI. An RFI cannot modify the Contract Price, Contract Time, or the Contract Documents.

18.2. Contractor shall be liable to the District for all costs incurred by the District associated with the processing, reviewing, evaluating and responding to any RFI, including without limitation, fees of the Architect and any other design consultant to the Architect or the District, that District reasonably

determines:

18.2.1. Does not reflect adequate or competent supervision or coordination by the Contractor or any Subcontractor; or

18.2.2. Does not reflect the Contractor's adequate or competent knowledge of the requirements of the Work or the Contract; or

18.2.3. Requests an interpretation or decision of a matter where the information sought is equally available to the Contractor; or

18.2.4. Is not justified for any other reason.

18.3. Prior to submitting the RFI, Contractor shall diligently review the Contract Documents for information responsive to the RFI, including information incorporated by reference. Contractor should not issue an RFI regarding information contained in or inferable from the Contract Documents, including information incorporated by reference. An RFI is invalid if the RFI response is contained in or inferable from the Contract Documents.

18.4. Contractor shall be responsible for preparing and submitting each RFI so as to not cause delay to the progress of the Work nor to cause any impact to the Contractor's labor productivity. An RFI may be considered untimely if not submitted within **Forty Eight (48) hours** of receipt from a Contractor's subcontractor. Untimely submission of any RFI will preclude Contractor from asserting any claims for delay or for labor impact against the District.

18.5. If the Contractor fails to timely notify the Architect in writing of any Conditions encountered and the Contractor proceeds to perform any portion of the Work containing or affected by such Conditions the Contractor shall bear all costs associated with or required to correct, remove, or otherwise remedy any portion of the Work affected thereby without adjustment of the Contract Time or the Contract Price. In requesting information of the District to address and resolve any conditions, the Contractor shall act with promptness in submitting any written request so as to allow the District a reasonable period of time to review, evaluate and respond to any request, taking into account the then current status of the progress and completion of the Work and the actual or potential impact of any conditions upon the completion of the Work within the Contract Time. The Contract Time shall not be subject to adjustment in the event that the Contractor shall fail to timely request information from the District.

19. PAYMENTS

19.1. Contract Price

19.1.1. The Contract Price is stated in the Agreement and, including authorized adjustments, is the total amount payable by the District to the Contractor for performance of the Work pursuant to the Contract Documents. If all or a portion of the Project is being funded by funds requiring approval by the State Allocation Board (SAB), payment may be subject to that approval being received, funding by the SAB, and funds being released by the Office of Public School Construction (OPSC).

19.2. Applications for Progress Payments

19.2.1. Procedure for Applications for Progress Payments

19.2.1.1. Application for Progress Payment

19.2.1.1.1. Not before the fifth (5th) day of each calendar month during the progress of the Work, Contractor shall submit to the District and the Architect an itemized Application for

Payment for Work completed in accordance with the Schedule of Values. The Application for Payment shall be notarized, if required, and supported by the following or each portion thereof unless waived by the District in writing:

- 19.2.1.1.1.1. The amount paid to the date of the Application for Payment to the Contractor, to all its Subcontractors, and all others furnishing labor, material, or equipment for its Contract;
- 19.2.1.1.1.2. The amount being requested by the Application for Payment by the Contractor on its own behalf and separately stating the amount requested on behalf of each of the Subcontractors and all others furnishing labor, material, and equipment under the Contract;
- 19.2.1.1.1.3. The balance that will be due to each of the entities after payment is made;
- 19.2.1.1.1.4. A certification that the As-Built Drawings and annotated Specifications are current;
- 19.2.1.1.1.5. An Itemized breakdown of Work performed;
- 19.2.1.1.1.6. An updated and acceptable construction schedule in conformance with the provisions herein;
- 19.2.1.1.1.7. The additions to and subtractions from the Contract Price and Contract Time;
- 19.2.1.1.1.8. A total of the retention held;
- 19.2.1.1.1.9. The material invoices, evidence of equipment purchases, rentals, and other support and details of cost as the District may require from time to time;
- 19.2.1.1.1.10. The percentage of completion of the Contractor's Work by line item;
- 19.2.1.1.1.11. The Schedule of Values updated from the preceding Application for Payment;
- 19.2.1.1.1.12. A duly completed and executed conditional waiver and release upon progress payment compliant with Civil Code section 8132 from each subcontractor of any tier and supplier to be paid from the current progress payment;
- 19.2.1.1.1.13. A duly completed and executed unconditional waiver and release upon progress payment compliant with Civil Code section 8134 from each subcontractor of any tier and supplier that was paid from the previous progress payment; and
- 19.2.1.1.1.14. A certification by the Contractor of the following:

The Contractor warrants title to all Work performed as of the date of this payment application. The Contractor further warrants that all Work performed as of the date of this payment application is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and equipment suppliers, workers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Work, except those of which the District has been informed.
- 19.2.1.1.1.15. If requested by the District, a third party, or as required by the California

Department of Industrial Relations, all requested or required certified payroll record ("CPR(s)") for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment.

19.2.1.1.2. Except as expressly provided for herein, no payments shall be made by the District on account of any item of the Work, including without limitation, materials or equipment that, at the time of the Contractor's submittal of an Application for Progress Payment, has/have not been incorporated into and made a part of the Work.

19.2.1.1.3. Contractor shall be subject to the False Claims Act set forth under Government Code section 12650 et seq., for information provided with any Application for Progress Payment.

19.2.2. Prerequisites for Progress Payments

19.2.2.1. First Payment Request: The following items, if applicable, must be completed before District will accept and/or process Contractor's first payment request:

- 19.2.2.1.1.** Installation of the Project sign;
- 19.2.2.1.2.** Installation of field office;
- 19.2.2.1.3.** Installation of temporary facilities and fencing;
- 19.2.2.1.4.** Schedule of Values;
- 19.2.2.1.5.** Contractor's Construction Schedule;
- 19.2.2.1.6.** Schedule of unit prices, if applicable;
- 19.2.2.1.7.** Submittal Schedule;
- 19.2.2.1.8.** Receipt by Architect of all submittals due as of the date of the payment application;
- 19.2.2.1.9.** Copies of necessary permits;
- 19.2.2.1.10.** Copies of authorizations and licenses from governing authorities;
- 19.2.2.1.11.** Initial progress report;
- 19.2.2.1.12.** Surveyor qualifications;
- 19.2.2.1.13.** Written acceptance of District's survey of rough grading, if applicable;
- 19.2.2.1.14.** List of all Subcontractors, with names, license numbers, telephone numbers, and Scope of Work;
- 19.2.2.1.15.** All bonds and insurance endorsements; and
- 19.2.2.1.16.** Resumes of Contractor's project manager, and if applicable, job site secretary, record documents recorder, and job site superintendent.

19.2.2.2. Second Payment Request: District will not process the second payment request until and unless all submittals and Shop Drawings have been accepted for review by the Architect.

19.2.2.3. No Waiver of Criteria: Any payment made to Contractor where criteria set forth herein have not been met shall not constitute a waiver of said criteria by District. The approval of any Application for Progress Payment or the disbursement of any Progress Payment to the Contractor shall not be deemed nor constitute acceptance of defective Work or Work not in conformity with the Contract Documents. Instead, such payment shall be construed as a good faith effort by District to resolve differences so Contractor may pay its Subcontractors and suppliers. Contractor agrees that failure to submit such items may constitute a material breach of the Contract by Contractor and may subject Contractor to termination.

19.3. Progress Payments

19.3.1. District's Approval of Application for Payment

19.3.1.1. Upon receipt of an Application for Payment, District shall act in accordance with the following:

19.3.1.1.1. Each Application for Payment shall be reviewed by the District as soon as practicable after receipt for the purpose of determining that the Application for Payment is a proper Application for Payment.

19.3.1.1.2. Any Application for Payment determined not to be a proper Application for Payment suitable for payment shall be returned to the Contractor as soon as practicable, but not later than seven (7) days, after receipt. An Application for Payment returned pursuant to this paragraph shall be accompanied by a document setting forth in writing the reasons why the Application for Payment is not proper. The number of days available to the District to make a payment without being subject to any applicable statute regarding prompt payment or interest accrual, shall be reduced by the number of days by which the District exceeds this seven-day return requirement.

19.3.1.1.3. An approved Application for Payment shall be considered payable if funds are available for payment after the deduction of amounts allowed by law and/or pursuant to the section herein entitled "Decisions to Withhold Payment,"

19.3.1.2. The District's review of the Contractor's Application for Payment will be based on the District's and the Architect's observations at the Site and the data comprising the Application for Payment that the Work has progressed to the point indicated and that, to the best of the District's and the Architect's knowledge, information, and belief, the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to:

19.3.1.2.1. Observation of the Work for general conformance with the Contract Documents,

19.3.1.2.2. Results of subsequent tests and inspections,

19.3.1.2.3. Minor deviations from the Contract Documents correctable prior to Completion, and

19.3.1.2.4. Specific qualifications expressed by the Architect.

19.3.1.3. District's approval of each Application for Payment shall be based on Contractor complying with all requirements for a fully complete and valid Application for Payment.

19.3.2. Payments to Contractor

19.3.2.1. Within thirty (30) days after District's receipt of each undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The value of the Work completed shall be Contractor's best estimate. No inaccuracy or error in Contractor's estimate shall operate to release the Contractor, or any Surety upon any bond, from damages arising from such Work, or from the District's right to enforce each and every provision of this Contract, and the District shall have the right subsequently to correct any error made in any estimate for payment.

19.3.2.2. District shall withhold five percent (5%) retention from all Progress Payments.

19.3.2.3. District may withhold ten percent (10%) retention from all Progress Payments pursuant to Public Contract Code section 7201, if the Project is determined to be "substantially complex."

19.3.2.4. The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for Work performed, so long as any lawful or proper direction given by the District concerning the Work, or any portion thereof, remains incomplete.

19.3.2.5. In accordance with Public Contract Code §20104.50, in the event that the District shall fail to make any Progress Payment within thirty (30) days after receipt of an undisputed and properly submitted Application for Progress Payment, the District shall pay the Contractor interest on the undisputed amount of such Application for Progress Payment equal to the legal rate of interest set forth in California Code of Civil Procedure §685.010(a).

19.3.3. No Waiver

No payment by District hereunder shall be interpreted so as to imply that District has inspected, approved, or accepted any part of the Work. Notwithstanding any payment, the District may enforce each and every provision of this Contract. The District may correct or require correction of any error subsequent to any payment.

19.3.4. Warranty of Title

19.3.4.1. If a lien or a claim based on a stop notice or stop payment notice of any nature should at any time be filed against the Work or any District property, by any entity that has supplied material or services at the request of the Contractor, Contractor and Contractor's Surety shall promptly, on demand by District and at Contractor's and Surety's own expense, take any and all action necessary to cause any such lien or a claim based on a stop notice or stop payment notice to be released or discharged immediately therefrom.

19.3.4.2. If the Contractor fails to furnish to the District within ten (10) calendar days after demand by the District, satisfactory evidence that a lien or a claim based on a stop notice or stop payment notice has been so released, discharged, or secured, the District may discharge such indebtedness and deduct the amount required therefore, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by District from any sum payable to Contractor pursuant to the Contract.

19.4. Decisions to Withhold Payment

19.4.1. Reasons to Withhold Payment

District may withhold payment in whole, or in part, to the extent reasonably necessary to protect the District if, in the District's opinion, the representations to the District required herein cannot be

made. District may withhold payment, in whole, or in part, to such extent as may be necessary to protect the District from loss because of, but not limited to:

- 19.4.1.1.** Defective Work not remedied within **FORTY-EIGHT (48)** hours of written notice to Contractor;
- 19.4.1.2.** Stop notices, stop payment notices or other liens served upon the District as a result of the Contract;
- 19.4.1.3.** Liquidated damages assessed against the Contractor;
- 19.4.1.4.** The cost to complete the Work if there exists reasonable doubt that the Work can be completed for the unpaid balance of the Contract Price or by the Completion Date;
- 19.4.1.5.** Damage to the District or other contractor(s);
- 19.4.1.6.** Unsatisfactory performance of the Work by Contractor;
- 19.4.1.7.** Failure to store and properly secure materials;
- 19.4.1.8.** Failure of the Contractor to submit, on a timely basis, proper, sufficient, and acceptable documentation required by the Contract Documents, including, without limitation, a Construction Schedule, Schedule of Submittals, Schedule of Values, Monthly Progress Schedules, Shop Drawings, Product Data and samples, Proposed product lists, executed Change Orders, and/or verified reports;
- 19.4.1.9.** Failure of the Contractor to maintain As-Built Drawings;
- 19.4.1.10.** Erroneous estimates by the Contractor of the value of the Work performed, or other false statements in an Application for Payment;
- 19.4.1.11.** Unauthorized deviations from the Contract Documents;
- 19.4.1.12.** Failure of the Contractor to perform the Work in a timely manner in compliance with the Construction Schedule, established progress schedules, and/or completion dates;
- 19.4.1.13.** If requested by the District, or the failure to provide to the DIR, certified payroll records acceptable to the District and the DIR for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment;
- 19.4.1.14.** Failure to properly pay prevailing wages as defined in Labor Code sections 1720 et seq. and/or failure to comply with any other Labor Code requirements;
- 19.4.1.15.** Failure to properly maintain or clean up the Site;
- 19.4.1.16.** Failure to timely indemnify, defend or hold harmless the District;
- 19.4.1.17.** Any payments due to the District, including but not limited to payments for failed tests, utilities changes, or permits;
- 19.4.1.18.** Failure to pay Subcontractor(s) or supplier(s) as required by law and by the Contract Documents;
- 19.4.1.19.** Failure to pay any royalty, license or similar fees;

19.4.1.20. Failure of the Contractor to submit on a timely basis all Closeout Documentation in a manner and form that is proper, sufficient, and reasonably acceptable to the District, and to not cause a delay in the Completion or approval of the Project; or

19.4.1.21. Failure to perform any implementation and/or monitoring required by any SWPPP for the Project and/or the imposition of any penalties or fines imposed therefore against Contractor or District.

19.4.1.22. Payment is delayed due to an audit inquiry by the State, the County Office of Education, the County, or any entity with jurisdiction related to the Project.

19.4.1.23. Contractor is otherwise in breach, default or in substantial violation of any provision of the Contract;

19.4.2. Reallocation of Withheld Amounts

19.4.2.1. District may, in its discretion, apply any withheld amount to pay outstanding claims or obligations as defined herein. In so doing, District shall make such payments on behalf of Contractor. If any payment is so made by District, then that amount shall be considered a payment made pursuant to the Contract and District shall not be liable to Contractor for any payment made in good faith. These payments may be made without prior judicial determination of claim or obligation. District will render Contractor an accounting of funds disbursed on behalf of Contractor.

19.4.2.2. If Contractor defaults or neglects to perform the Work in accordance with the Contract Documents or fails to perform any provision thereof, District may, after **FORTY-EIGHT (48)** hours written notice to the Contractor and, without prejudice to any other remedy, make good such deficiencies. District shall adjust the total Contract Price by reducing the amount thereof by the cost of making good such deficiencies. If District deems it inexpedient to correct Work that is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract Price (of at least one hundred twenty-five percent (125%) of the estimated reasonable value of the nonconforming Work) shall be made therefor.

19.4.3. Payment After Cure

When Contractor cures the grounds for declining approval, payment shall be made for amounts so withheld. No interest shall be paid on any retention or amounts withheld due to the failure of the Contractor to perform in accordance with the terms and conditions of the Contract Documents.

19.5. Subcontractor Payments

19.5.1. Payments to Subcontractors. No later than seven (7) days after receipt, or pursuant to Business and Professions Code section 7108.5 and Public Contract Code section 7107, the Contractor shall pay to each Subcontractor, out of the amount paid to the Contractor on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled. Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to its Sub-subcontractors in a similar manner.

19.5.2. No Obligation of District for Subcontractor Payment. District shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.

19.5.3. Joint Checks. District shall have the right in its sole discretion, if necessary for the protection of the District, to issue joint checks made payable to the Contractor and Subcontractors and material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. In no event shall any joint check payment be construed

to create any contract between the District and a Subcontractor of any tier, any obligation from the District to such Subcontractor, or rights in such Subcontractor against the District.

20. COMPLETION OF THE WORK

20.1. Completion

20.1.1. The Project may only be accepted by action of the governing board of the District.

20.1.2. District shall accept the Project and may have a Notice of Completion recorded when Project Completion has been achieved in accordance with the Contract Documents and to the satisfaction of District. For purposes of the payment of Retention, Completion is defined in Public Contract Code section 7107. For purposes of the timely filing of Stop Payment Notices, Completion is defined in California Civil Code section 9200, et seq.

20.1.3. Although there is no “substantial completion” for this Project, the District, at its sole option, may accept the Project and record a Notice of Completion when Project Completion has been completed to the satisfaction of District, except for minor corrective items, as distinguished from incomplete items. If Contractor fails to complete all minor corrective items within thirty-five (35) days after the date of the District’s acceptance of the Project, District shall withhold from the final payment one hundred fifty percent (150%) of an estimate of the amount sufficient to complete the corrective items, as determined by District, until the item(s) are completed.

20.1.4. At the end of the thirty-five (35) day period, if there are any items remaining to be corrected, District may elect to proceed as provided herein related to adjustments to Contract Price, and/or District’s right to perform the Work of the Contractor.

20.2. Closeout Procedures

20.2.1. Punch List

Contractor shall notify the Architect when Contractor considers the Work complete. Upon notification, Architect will prepare a list of minor items to be completed or corrected (“Punch List”). Contractor and/or its Subcontractors shall proceed promptly to complete and correct items on the Punch List. Failure to include an item on Punch List does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

20.2.2. Closeout Requirements

20.2.2.1. Utility Connections

Buildings shall be connected to water, gas, sewer, and electric services, complete and ready for use. Service connections shall be made and existing services reconnected.

20.2.2.2. As-Built Drawings

20.2.2.2.1. In addition to its requirement to provide monthly As-Built Drawings to the District, the Contractor shall provide a final set of As-Built Drawings, sometimes referred to as “Record Drawings,” showing all of the Work as actually constructed upon Completion of the Project as indicated in the Specifications.

20.2.2.2.2. Contractor is liable and responsible for any and all inaccuracies in the As-Built Drawings, even if inaccuracies become evident at a future date.

20.2.2.2.3. Upon Completion of the Work and as a condition precedent to approval of final payment, Contractor shall obtain the Inspector's approval of the final set of As-Built Drawings.

20.2.2.3. Operations & Maintenance Manuals: Contractor shall prepare all operation and maintenance manuals and date as indicated in the Specifications.

20.2.2.4. Closeout Documentation: Contractor shall provide all Closeout Documentation, which shall include the following, without limitation:

20.2.2.4.1. A full set of final As-Built Drawings, as further defined herein.

20.2.2.4.2. All Operations & Maintenance Manuals and information, as further defined herein.

20.2.2.4.3. All Warranties, as further defined herein.

20.2.2.4.4. Verified report(s) for all scope(s) of work (DSA 6-C, Rev 03/22/13, or more recent revision if available).

20.3. Final Inspection

20.3.1. Contractor shall comply with Punch List procedures as provided herein, and maintain the presence of a Project Superintendent and Project Manager until the Punch List is complete to ensure proper and timely completion of the Punch List. Under no circumstances shall Contractor demobilize its forces prior to completion of the Punch List. Upon receipt of Contractor's written notice that all of the Punch List items have been fully completed and the Work is ready for final inspection and acceptance, Architect and Project Inspector will inspect the Work and shall submit to Contractor and District a final inspection report noting the Work, if any, required in order to complete in accordance with the Contract Documents. Absent unusual circumstances, this report shall consist of the Punch List items not yet satisfactorily completed.

20.3.2. Upon Contractor's completion of all items on the Punch List and any other uncompleted portions of the Work, the Contractor shall notify the District and Architect, who shall again inspect such Work. If the Architect finds the Work complete and acceptable under the Contract Documents, the Architect will notify Contractor, who shall then jointly submit to the Architect and the District its final Application for Payment.

20.3.3. Final Inspection Requirements

20.3.3.1. Before calling for final inspection, Contractor shall determine that the following have been performed:

20.3.3.1.1. The Work has been completed.

20.3.3.1.2. All life safety items are completed and in working order.

20.3.3.1.3. Mechanical and electrical Work are complete and tested, fixtures are in place, connected, and ready for tryout.

20.3.3.1.4. Electrical circuits scheduled in panels and disconnect switches labeled.

20.3.3.1.5. Painting and special finishes complete.

20.3.3.1.6. Doors complete with hardware, cleaned of protective film, relieved of sticking

or binding, and in working order.

20.3.3.1.7. Tops and bottoms of doors sealed.

20.3.3.1.8. Floors waxed and polished as specified.

20.3.3.1.9. Broken glass replaced and glass cleaned.

20.3.3.1.10. Grounds cleared of Contractor's equipment, raked clean of debris, and trash removed from Site.

20.3.3.1.11. Work cleaned, free of stains, scratches, and other foreign matter, of damaged and broken material replaced.

20.3.3.1.12. Finished and decorative work shall have marks, dirt, and superfluous labels removed.

20.3.3.1.13. Final cleanup, as provided herein.

20.4. Costs of Multiple Inspections

More than two (2) requests of the District to make a final inspection shall be considered an additional service of District, Architect, Construction Manager, and/or Project Inspector, and all subsequent costs will be invoiced to Contractor and if funds are available, withheld from remaining payments.

20.5. Partial Occupancy or Use Prior to Completion

20.5.1. District's Rights to Occupancy. The District may occupy or use any completed or partially completed portion of the Work at any stage. Neither the District's Final Acceptance, the making of Final Payment, any provision in Contract Documents, nor the use or occupancy of the Work, in whole or in part, by District shall constitute acceptance of Work not in accordance with the Contract Documents nor relieve the Contractor or the Contractor's Performance Bond Surety from liability with respect to any warranties or responsibility for faulty or defective Work or materials, equipment and workmanship incorporated therein. The District and the Contractor shall agree in writing to the responsibilities assigned to each of them for payments, security, maintenance, heat, utilities, damage to the Work, insurance, the period for correction of the Work, and the commencement of warranties required by the Contract Documents. Any dispute as to responsibilities shall be resolved pursuant to the Claims and Disputes provisions herein, with the added provision that during the dispute process, the District shall have the right to occupy or use any portion of the Work that it needs or desires to use.

20.5.2. Inspection Prior to Occupancy or Use. Immediately prior to partial occupancy or use, the District, the Contractor, and the Architect shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

20.5.3. No Waiver. Unless otherwise agreed upon, partial or entire occupancy or use of a portion or portions of the Work shall not constitute beneficial occupancy or acceptance of the Work not complying with the requirements of the Contract Documents.

21. FINAL PAYMENT AND RETENTION

21.1. Final Payment

21.1.1. Upon receipt and approval of a valid and final Application for Payment, the Architect will issue a final Certificate of Payment or similar document indicating Architect's agreement that the Project has

reached Completion. The District shall thereupon jointly inspect the Work and either accept the Work as complete or notify the Architect and the Contractor in writing of reasons why the Work has not reached Completion to the satisfaction of the District.

21.1.2. Upon acceptance of the Work of the Contractor as having reached Completion to the satisfaction of the District (that, absent unusual circumstances, will occur when the Punch List items have been satisfactorily completed), the District may record a Notice of Completion with the County Recorder, and the Contractor shall, upon receipt of final payment from the District, pay all the amount(s) due to its Subcontractors.

21.2. Prerequisites for Final Payment

The following conditions must be fulfilled prior to Final Payment:

21.2.1. A full and final waiver or release of all stop notices and stop payment notices in connection with the Work shall be submitted by Contractor, including a release of stop notice or stop payment notice in recordable form, together with (to the extent permitted by law) a copy of the full and final release of all stop notice or stop payment notice rights.

21.2.2. A duly completed and executed conditional waiver and release upon final payment compliant with Civil Code section 8136 from each subcontractor of any tier and supplier to be paid from the current progress payment;

21.2.3. A duly completed and executed unconditional waiver and release upon final payment compliant with Civil Code section 8138 from each subcontractor of any tier and supplier that was paid from the previous progress payment; and

21.2.4. Contractor shall have made all corrections to the Work that are required to remedy any defects therein, to obtain compliance with the Contract Documents or any requirements of applicable codes and ordinances, or to fulfill any of the orders or directions of District required under the Contract Documents.

21.2.5. Each Subcontractor shall have delivered to the Contractor all written guarantees, warranties, applications, and bonds required by the Contract Documents for its portion of the Work.

21.2.6. Contractor must have completed all requirements set forth under "Closeout Procedures," including, without limitation, submission of an approved set of complete Record Drawings.

21.2.7. Architect shall have issued its written approval that final payment can be made.

21.2.8. Contractor shall have delivered to the District all manuals and materials required by the Contract Documents.

21.2.9. Contractor shall have completed final clean up as provided herein.

21.3. Retention

21.3.1. The retention, less any amounts disputed by the District or that the District has the right to withhold pursuant to provisions herein, shall be paid:

21.3.1.1. After approval of the District by the Architect's Certificate of Payment;

21.3.1.2. After the satisfaction of the conditions set forth herein;

21.3.1.3. Within sixty (60) days after Completion;

21.3.1.4. No earlier than thirty-five (35) days of the recording of the Notice of Completion by District, if a Notice of Completion is recorded by the District.

21.3.2. No interest shall be paid on any retention, or on any amounts withheld due to a failure of the Contractor to perform, in accordance with the terms and conditions of the Contract Documents, except as provided to the contrary in any Escrow Agreement between the District and the Contractor pursuant to Public Contract Code section 22300.

21.4. Substitution of Securities

The District will permit the substitution of securities in accordance with the provisions of Public Contract Code section 22300.

21.5. Claims Asserted After Final Payment

Any lien, stop payment notice or other claim filed or asserted after the Contractor's acceptance of the Final Payment by any Subcontractor, of any tier, laborer, Material Supplier or others in connection with or for Work performed under the Contract Documents shall be the sole and exclusive responsibility of the Contractor pursuant to the indemnification obligations of the Contract Documents. In the event any lien, stop payment notice or other claim of any Subcontractor, Laborer, Material Supplier or others performing Work under the Contract Documents remain unsatisfied after Final Payment is made, Contractor shall refund to District all monies that the District may pay or be compelled to pay in discharging any lien, stop payment notice or other claim, including, without limitation all costs and reasonable attorneys' fees incurred by District in connection therewith.

22. UNCOVERING WORK, CORRECTION OF WORK AND RIGHT TO TAKEOVER WORK

22.1. Uncovering of Work

If a portion of the Work is covered without Project Inspector or Architect approval or not in compliance with the Contract Documents, it must, if required in writing by the District, the Project Inspector, or the Architect, be uncovered for the Project Inspector's or the Architect's observation and be replaced at the Contractor's expense without change in the Contract Price or Contract Time.

22.2. Rejection of Work

Prior to the District's Acceptance of the Work, any Work or materials or equipment forming a part of the Work or incorporated into the Work that is defective or not in conformity with the Contract Documents may be rejected by the District, the Architect or the Project Inspector and the Contractor shall correct all rejected Work without any adjustment to the Contract Price or the Contract Time, even if the Work, materials or equipment have been previously inspected by the Architect or the Project Inspector or even if they failed to observe the defective or non-conforming Work, materials or equipment.

22.3. Nonconforming Work

22.3.1. Contractor shall promptly remove from Premises all Work identified by District as failing to conform to the Contract Documents whether incorporated or not. Contractor shall promptly replace and re-execute its own Work to comply with the Contract Documents without additional expense to the District and shall bear the expense of making good all work of other contractors destroyed or damaged by any removal or replacement pursuant hereto and/or any delays to the District or other Contractors caused thereby.

22.3.2. If Contractor does not remove Work that District has identified as failing to conform to the Contract Documents within a reasonable time, not to exceed **FORTY-EIGHT (48)** hours, District may

remove it and may store any material at Contractor's expense. If Contractor does not pay expense(s) of that removal within ten (10) days' time thereafter, District may, upon ten (10) days' written notice, sell any material at auction or at private sale and shall deduct all costs and expenses incurred by the District and/or District may withhold those amounts from payment(s) to Contractor.

22.4. Correction of Work

22.4.1. Correction of Rejected Work. Pursuant to the notice provisions herein, the Contractor shall promptly correct the Work rejected by the District, the Architect, or the Project Inspector as failing to conform to the requirements of the Contract Documents, whether observed before or after Completion and whether or not fabricated, installed, or completed. The Contractor shall bear costs of correcting the rejected Work, including additional testing, inspections, and compensation for the Inspector's or the Architect's services and expenses made necessary thereby.

22.4.2. One-Year Warranty Corrections. If, within one (1) year after the date of Completion of the Work or a designated portion thereof, or after the date for commencement of warranties established hereunder, or by the terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of written notice from the District to do so. This period of one (1) year shall be extended with respect to portions of the Work first performed after Completion by the period of time between Completion and the actual performance of the Work. This obligation hereunder shall survive acceptance of the Work under the Contract and termination of the Contract. The District shall give such notice promptly after discovery of the condition.

22.5. District's Right to Takeover Work

22.5.1. If the Contractor should neglect to prosecute the Work properly or fail to perform any provisions of this Contract, the District, after **FORTY-EIGHT (48)** hours written notice to the Contractor, may, without prejudice to any other remedy it may have, make good such deficiencies and may deduct the cost thereof from the payment then or thereafter due the Contractor.

22.5.2. If it is found at any time, before or after Completion of the Work, that Contractor has varied from the Drawings and/or Specifications, including, but not limited to, variation in material, quality, form, or finish, or in the amount or value of the materials and labor used, District may require at its option:

22.5.2.1. That all such improper Work be removed, remade or replaced, and all work disturbed by these changes be made good by Contractor at no additional cost to the District;

22.5.2.2. That the District deduct from any amount due Contractor the sum of money equivalent to the difference in value between the work performed and that called for by the Drawings and Specifications; or

22.5.2.3. That the District exercise any other remedy it may have at law or under the Contract Documents, including but not limited to the District hiring its own forces or another contractor to replace the Contractor's nonconforming Work, in which case the District shall either issue a deductive Change Order, a Unilateral Change Order, or invoice the Contractor for the cost of that work. Contractor shall pay any invoices within thirty (30) days of receipt of same or District may withhold those amounts from payment(s) to Contractor.

22.5.3. Acceptance of Defective or Non-Conforming Work. The District may, in its sole and exclusive discretion, elect to accept Work that is defective or that is not in accordance with the requirements of the Contract Documents, instead of requiring its removal and correction, in which case the Contract Price shall be reduced as appropriate and equitable.

23. TERMINATION AND SUSPENSION

23.1. District's Right to Terminate Contractor for Cause

23.1.1. Grounds for Termination. The District, in its sole discretion, may terminate the Contract and/or terminate the Contractor's right to perform the work of the Contract based upon the following:

23.1.1.1. Contractor refuses or fails to execute the Work or any separable part thereof with sufficient diligence as will ensure its completion within the time specified or any extension thereof, or

23.1.1.2. Contractor fails to complete said Work within the time specified or any extension thereof, or

23.1.1.3. Contractor persistently fails or refused to perform Work or provide material of sufficient quality as to be in compliance with Contract Documents; or

23.1.1.4. Contractor files a petition for relief as a debtor, or a petition is filed against the Contractor without its consent, and the petition not dismissed within sixty (60) days; or

23.1.1.5. Contractor makes a general assignment for the benefit of its creditors, or a receiver is appointed on account of its insolvency; or

23.1.1.6. Contractor persistently or repeatedly refuses fails, except in cases for which extension of time is provided, to supply enough properly skilled workers or proper materials to complete the Work in the time specified; or

23.1.1.7. Contractor fails to make prompt payment to Subcontractors, or for material, or for labor; or

23.1.1.8. Contractor persistently disregards laws, or ordinances, or instructions of District; or

23.1.1.9. Contractor fails to supply labor, including that of Subcontractors, that can work in harmony with all other elements of labor employed or to be employed on the Work; or

23.1.1.10. Contractor or its Subcontractor(s) is/are otherwise in breach, default, or in substantial violation of any provision of this Contract.

23.1.2. Notification of Termination

23.1.2.1. Upon the occurrence at District's sole determination of any of the above conditions, District may, without prejudice to any other right or remedy, serve written notice upon Contractor and its Surety of District's termination of this Contract and/or the Contractor's right to perform the work of the Contract. This notice will contain the reasons for termination. Unless, within three (3) days after the service of the notice, any and all condition(s) shall cease, and any and all violation(s) shall cease, or arrangement satisfactory to District for the correction of the condition(s) and/or violation(s) be made, this Contract and/or the Contractor's right to perform the Work shall cease and terminate. Upon termination, Contractor shall not be entitled to receive any further payment until the entire Work is finished.

23.1.2.2. Upon termination, District may immediately serve written notice of tender upon Surety whereby Surety shall have the right to takeover and perform this Contract only if Surety:

23.1.2.2.1. Within three (3) days after service upon it of the notice of tender, gives District written notice of Surety's intention to takeover and perform this Contract; and

23.1.2.2.2. Commences performance of the Contract within seven (7) days from date of serving of its notice to District.

23.1.2.3. If Surety fails to notify District or begin performance as indicated herein, District may takeover the Work and execute the Work to completion by any method it may deem advisable at the expense of Contractor and/or its Surety. Contractor and/or its Surety shall be liable to District for any excess cost or other damages the District incurs thereby. Time is of the essence in the Contract. If the District takes over the Work as herein provided, District may, without liability for so doing, take possession of and utilize in completing the Work such materials, appliances, plan, and other property belonging to Contractor as may be on the Site of the Work, in bonded storage, or previously paid for.

23.1.2.4. Conversion to Termination for Convenience. In the event the Contract is terminated under this "District's Right to Terminate Contractor for Cause" section and it is finally determined by an arbitrator, court, jury or other tribunal having jurisdiction, for any reason, that the Contractor was not in default under the provisions hereof or that the District's exercise of its rights under this section was defective, deficient, ineffective, invalid or improper for any reason, the termination shall be deemed a termination for convenience of the District under the "Termination of Contractor for Convenience" section herein and thereupon, the rights and obligations of the District and the Contractor shall be determined in accordance with the "Termination of Contractor for Convenience" section herein.

23.1.3. Effect of Termination

23.1.3.1. Contractor shall, only if ordered to do so by the District, immediately remove from the Site all or any materials and personal property belonging to Contractor that have not been incorporated in the construction of the Work, or which are not in place in the Work. District retains the right, but not the obligation, to keep and use any materials and personal property belonging to Contractor that have not been incorporated in the construction of the Work, or which are not in place in the Work. Contractor and its Surety shall be liable upon the performance bond for all damages caused the District by reason of the Contractor's failure to complete the Contract.

23.1.3.2. In the event that the District shall perform any portion of, or the whole of the Work, pursuant to the provisions of the General Conditions, the District shall not be liable nor account to the Contractor in any way for the time within which, or the manner in which, the Work is performed by the District or for any changes the District may make in the Work or for the money expended by the District in satisfying claims and/or suits and/or other obligations in connection with the Work.

23.1.3.3. In the event that the Contract is terminated for any reason, no allowances or compensation will be granted for the loss of any anticipated profit by the Contractor or any impact or impairment of Contractor's bonding capacity.

23.1.3.4. If the expense to the District to finish the Work exceeds the unpaid Contract Price, Contractor and Surety shall pay difference to District within twenty-one (21) days of District's request.

23.1.3.5. Assignment and Assumption of Subcontracts. District shall have the right (but shall have no obligation) to assume and/or assign to a general contractor or construction manager or other third party who is qualified and has sufficient resources to complete the Work, the rights of the Contractor under its subcontracts with any or all Subcontractors. In the event of an assumption or assignment by the District, no Subcontractor shall have any claim against the District or third party for Work performed by Subcontractor or other matters arising prior to termination of the Contract. The District or any third party, as the case may be, shall be liable only for obligations to the Subcontractor arising after assumption or assignment. Should the District so elect, the Contractor shall execute and deliver all documents and take all steps, including the legal assignment of its contractual rights, as the District may require, for the purpose of fully vesting in the District the rights and benefits of it

Subcontractor under Subcontracts or other obligations or commitments. All payments due the Contractor hereunder shall be subject to a right of offset by the District for expenses and damages suffered by the District as a result of any default, acts, or omissions of the Contractor. Contractor must include this assignment provision in all of its contracts with its Subcontractors.

23.1.3.6. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to District.

23.2. Emergency Termination of Public Contracts Act of 1949

23.2.1. The Contract is subject to termination as provided by sections 4410 and 4411 of the Government Code of the State of California, being a portion of the Emergency Termination of Public Contracts Act of 1949.

23.2.1.1. Section 4410 of the Government Code states:

In the event a national emergency occurs, and public work, being performed by contract, is stopped, directly or indirectly, because of the freezing or diversion of materials, equipment or labor, as the result of an order or a proclamation of the President of the United States, or of an order of any federal authority, and the circumstances or conditions are such that it is impracticable within a reasonable time to proceed with a substantial portion of the work, then the public agency and the contractor may, by written agreement, terminate said contract.

23.2.1.2. Section 4411 of the Government Code states:

Such an agreement shall include the terms and conditions of the termination of the contract and provision for the payment of compensation or money, if any, which either party shall pay to the other or any other person, under the facts and circumstances in the case.

23.2.2. Compensation to the Contractor shall be determined at the sole discretion of District on the basis of the reasonable value of the Work done, including preparatory work. As an exception to the foregoing and at the District's discretion, in the case of any fully completed separate item or portion of the Work for which there is a separate previously submitted unit price or item on the accepted Schedule of Values, that price shall control. District, in its sole discretion, may adopt the Contract Price as the reasonable value of the Work performed or any portion thereof.

23.3. Termination of Contractor for Convenience

23.3.1. District in its sole discretion may terminate the Contract upon three (3) days written notice to the Contractor. Under a termination for convenience, the District retains the right to all the options available to the District if there is a termination for cause. In case of a termination for convenience, Contractor shall have no claims against the District except:

23.3.1.1. The actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and

23.3.1.2. Five percent (5%) of the total cost of work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) amount shall be full compensation for all Contractor's and its Subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits resulting from termination of the Contractor for convenience.

23.4. Suspension of Work

23.4.1. District may, without cause, order Contractor in writing to suspend, delay or interrupt the Project in whole or in part for such period of time as District may determine. When the District resumes the Project, the Parties will attempt to negotiate an adjustment in the Contract Price for increases or decreases in the cost of performance of the Project caused by suspense, delay or interruption. If the parties cannot agree on an adjusted Contract Price, the District may terminate the Contract as permitted herein.

23.4.2. In the event the District shall order suspension of the Work, an adjustment shall be made to the Contract Price for increases in the direct cost of performance of the Work of the Contract Documents, actually caused by suspension, delay or interruption ordered by the District; provided however that no adjustment of the Contract Price shall be made to the extent: (i) that performance is, was or would have been so suspended, delayed or interrupted by another cause for which the Contractor is responsible under the Contract Documents; or (ii) that an equitable adjustment is made or denied under another provision of the Contract Documents. The foregoing notwithstanding, any adjustment of the Contract Price shall not include any adjustment to increase the Contractor's overhead, general administrative costs or profit, all of which will remain as reflected in the Schedule of Values submitted by the Contractor pursuant to the Contract Documents. In the event of the District's suspension of the Work, the Contract Time shall be equitably adjusted.

23.5. Scope Reduction

In cases of suspension, partial or complete termination, or at the discretion of the District, the District reserves the right to unilaterally approve a deductive Change Order to reduce scope of work or perform work with other forces or its own forces.

24. CLAIMS RESOLUTION

24.1. Exclusive Remedy.

24.1.1. Compliance with the claim resolution process and timelines described in this Claims Resolution section as well as the notice provisions of the Contract are express conditions precedent to Contractor's right to commence litigation or arbitration, file a claim under the California Government Code, or commence any other legal action related to the Project ("Claims Resolution Process").

24.1.2. Contractor acknowledges that its failure, for any reason, to provide written notice and all required supporting documentation to permit the District's review and evaluation within the time frame required by this Claims Resolution Process, shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert, request, or demand any entitlement to an adjustment of the Contract Time or the contract Price on account of any instruction, request, drawings, specifications, action, condition, omission, default or other situation.

24.1.3. To the extent any provision(s) of this Claims Resolution Process conflict with or otherwise impair the timeframes and procedures of Public Contract Code section 9204, the provisions of Section 9204 shall control. If provisions of this Claims Resolution Process are supplementary and/or in addition to the requirements of Section 9204, but do not conflict with or otherwise impair the timeframes and procedures of Section 9204, the provisions of this Claims Resolution Process and the Contract shall control.

24.2. Performance during Claim Resolution Process.

The Contractor shall diligently proceed with Work on the Project at the same time that Claims are addressed under the Claims Resolution Process. It is the intent of District to resolve Claims with the Contractor as close to the events giving rise to the Claims as possible, and to avoid stale or late Claims and the late documenting of Claims. Contractor's failure to diligently proceed in accordance with the District's

instructions or the Contract terms will be considered a material breach of the Contract and a waiver of Contractor's rights under this Contract.

24.3. Waiver.

If Contractor fails to timely submit any written notices required under the terms of the Contract or in this Claims Resolution section, Contractor waives and releases its rights regarding further review of its Claim, unless Contractor and District mutually agree in writing to other time limits.

24.4. Intention.

The Claims Resolution Process required herein is intended to provide a concise mechanism for resolving Claims as they arise during the Project, while requiring accurate documentation related to contested issues as to those Claims that are not contemporaneously resolved.

24.5. Other Provisions.

If portions of the Contract, other than this Claims Resolution Process, establish a specific process regarding a specific subject, then that process shall govern and control the resolutions of any disagreements thereunder. Otherwise, the provisions in this Claims Resolution Process shall control the resolution of all Claims.

24.6. Claim Presentation

24.6.1. Claim: A claim is a written demand by Contractor (or by Contractor on behalf of a Subcontractor) that the Contractor must submit by **registered mail or certified mail return receipt requested** for:

24.6.1.1. An extension to the Contract Time, including relief from damages or penalties assessed by the District for delay;

24.6.1.2. Payment of money or damages arising from work done by, or on behalf of, the Contractor pursuant to the Contract and payment that is not otherwise expressly provided for in the Contract Documents or the Contractor is not otherwise entitled; or

24.6.1.3. Payment that is disputed by the District.

("Claim")

24.6.2. A PCO may be a Claim, but the Parties agree that a PCO shall only be a Claim if:

24.6.2.1. The District states in writing that it disagrees with the terms of a PCO and directs the Contractor to utilize the Claim Resolution Process, or

24.6.2.2. The District rejects in whole or in part a PCO and the Contractor states in writing that it is utilizing the Claim Resolution Process for the portion of the PCO that the District rejected.

24.7. Subcontractors.

24.7.1. Public Contract Code section 9204(d)(5) states that the Contractor may present to the District a Claim on behalf of a Subcontractor or lower tier Subcontractor. A Subcontractor may request in writing, either on his or her own behalf or on behalf of a lower tier Subcontractor, that the Contractor present a claim for Work which was performed by the Subcontractor or by a lower tier Subcontractor on behalf of the Subcontractor. The Subcontractor requesting that the Claim be presented to the District shall furnish reasonable documentation to support the Claim. Within 45 days of receipt of this written request, the

Contractor shall notify the Subcontractor in writing as to whether the Contractor presented the claim to the District and, if the Contractor did not present the Claim, provide the Subcontractor with a statement of the reasons for not having done so.

24.7.2. Contractor is responsible for providing this Claims Resolution Process to its Subcontractors and for ensuring that all Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor are informed of this Claims Resolution Process. No Claim submitted by any party that fails to follow the provisions of this Claims Resolution Process will be considered. Contractor shall indemnify, keep and hold harmless the District and its consultants, against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the failure to provide this Claims Resolution Process to its Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor.

24.7.3. Contractor Must Timely Identify, Present and Document Any Claim

24.7.3.1. Every Claim shall be stated with specificity in writing and signed by Contractor under penalty of perjury and presented to the District within ten (10) calendar days from the date Contractor discovers or reasonably should discover, that an act, error or omission of District, its agents or employees, or action, condition or other situation has occurred that may entitle Contractor to make a Claim. This shall include the Contractor's actual or constructive knowledge of any instruction, request, drawings, specifications, action, condition, omission, default or other situation for which the contractor believes there should be an adjustment of the Contract Price or Contract Time. Contractor shall provide this writing even if Contractor has not yet been damaged, delayed, or incurred extra cost when Contractor discovers, or reasonably should discover, the act, error, omission, action, condition or situation giving rise to the incidents giving rise to the Claim. The writing shall:

24.7.3.1.1. Identify all of the issues, events, conditions, circumstances and/or causes giving rise to the Claim;

24.7.3.1.2. Identify all pertinent dates and/or durations and all actual and/or anticipated effects on the Contract Price, milestones and/or Contract Time adjustments; and

24.7.3.1.3. Identify in detail line-item costs if the Claim seeks money.

24.7.3.1.4. If the Claim involves extra work, a detailed cost breakdown of the amounts the Contractor is seeking, including actual cost records (including without limitation, payroll records, material and rental invoices and the like) demonstrating that those costs have actually been incurred. To the extent costs have not yet been incurred at the time the Claim is submitted, actual cost records must be submitted on a current basis not less than once a week during any periods costs are incurred. A cost record will be considered current if submitted within seven (7) days of the date the cost reflected in the record is incurred. At the request of District, extra costs may be subject to further verification procedures (such as having an inspector verify the performance of alleged extra work on a daily basis).

24.7.3.1.5. If the Claim involves an error or omission in the Contract Documents:

24.7.3.1.5.1. An affirmative representation under penalty of perjury by Contractor and any affected Subcontractors and suppliers that the error or omission was not discovered prior to submitting a proposal for the Work, and

24.7.3.1.5.2. A detailed statement demonstrating that the error or omission reasonably should not have been discovered, by Contractor, its Subcontractors and suppliers, prior to submitting a proposal for the Work.

24.7.3.1.6. If the Claim involves a request for additional compensation for escalation of materials costs, then this provision exclusively governs those request(s) by Contractor and the following are **all** conditions precedent to Contractor's submission of a Change Order Request or Claim for additional compensation for escalation of materials costs.

24.7.3.1.6.1. Contractor shall not be entitled to submit a request for compensation for escalation of materials unless the actual cost of materials exceeds ten percent (10%) of the **total** material costs on the Project.

24.7.3.1.6.2. The cost escalation is the result of unusual and unforeseeable market conditions not reasonably foreseeable at the time of award of the Contract and was not an escalated cost resulting from any action or inaction of the Contractor.

24.7.3.1.6.3. Contractor timely ordered and/or purchased the materials at issue.

24.7.3.1.6.4. Contractor's material costs were reasonable at the time of Contractor's bid for the Project.

24.7.3.1.6.5. Contractor demonstrates an actual increase in the cost of materials in its Contract Price at the time of award of the Contract and/or as reflected in Contractor's escrowed bid documents compared to Contractor's actual material payment cost paid either at time of purchase or delivery, whichever is earlier.

24.7.3.1.6.6. An actual year-to-date price increase has occurred and can be substantiated by the E.N.R. 20-City Average Material Cost Index for the material at issue that demonstrates the claim for an increase in price of the material at the time of delivery of the higher priced material to the Project.

24.7.3.2. The writing shall be accompanied by all documents substantiating Contractor's position regarding the Claim.

24.7.3.3. A Claim that asserts an effect on any schedule milestones and/or Contract Time shall include all pertinent scheduling data demonstrating the impact(s) on the critical path(s), milestone(s) and/or Contract Time.

24.7.3.4. Contractor agrees that it shall not base its damages, its calculations or its Claim on a "total cost" approach, a "modified total cost" approach or a "jury verdict method" approach.

24.7.4. Certification. Each copy of the Claim Documentation shall be certified by a responsible officer of the Contractor in accordance with the requirements of the Contract Documents. This certification shall be under penalty of perjury and must include the following language immediately above or before the Contractor's signature: ***"I declare under penalty of perjury under the laws of the State of California that the information provided and statements made in this Claim are true and correct, substantiated and of merit."*** The Contractor acknowledges that this requirement is not a mere formality but is intended to ensure that the Contractor only submits Claims that it believes are true and correct, substantiated and have merit. Should Contractor fail to submit the foregoing written statement signed under penalty of perjury, Contractor waives and releases its Claim, including all rights and remedies in connection therewith. This certification must include a certification of any portion of the Claim from Subcontractor(s) or others who are asserting Claims by and through Subcontractors and/or the Contractor

24.7.5. District's Written Statement/Decision on Claim. The District shall issue a written statement/decision regarding the Claim to the Contractor within forty-five (45) days of receipt of the written Claim from the Contractor, or three (3) days after the District's first regular governing board meeting after that 45-day period if the District's governing board does not meet within that first 45-day

period. If the District fails to timely provide a written statement/decision regarding the Claim, the Claim shall be deemed rejected in its entirety.

24.7.6. Contractor Must Demand an Informal Meet and Confer Conference if Contractor Pursues Any Claim

24.7.6.1. FAILURE OF A CONTRACTOR TO TIMELY DEMAND A MEET AND CONFER CONFERENCE IS A WAIVER OF ITS RIGHT TO PURSUE ALL OR A PORTION OF ITS CLAIM.

24.7.6.2. Where There Is No Agreement: If there is no agreement between Contractor and the District on a Claim, then within ten (10) calendar days of the date of the District's written statement/decision in response to a Claim or PCO, if Contractor pursues that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested**, a meet and confer conference with District staff. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below.

24.7.6.3. Where There Is Partial Agreement: If Contractor and the District partially agree on a Claim but do not reach complete agreement, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to. For those issues not agreed to, if Contractor pursues those issues from that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested**, a meet and confer conference with District staff regarding those issues. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below, in connection with the District's rejection.

24.7.6.4. Meet and Confer Conference. District and Contractor shall schedule the meet and confer conference as soon as reasonably possible after Contractor's written demand for a meet and confer conference, but in no case later than thirty (30) days after Contractor's demand.

24.7.6.5. District's Written Decision. Within ten (10) **business** days of the meet and confer conference, the District shall issue a written decision. If the District fails to timely provide a written statement/decision after the meet and confer conference, all Claim issues that were part of the meet and confer conference shall be deemed rejected in their entirety.

24.7.6.5.1. If the District's decision completely resolves the Claim, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to.

24.7.6.5.2. If the District rejects the Contractor's Claim in whole or in part or does not issue a timely written response, then the parties shall mediate the remaining issues of the Claim.

24.7.6.5.3. Contractor's costs incurred in seeking relief for Claims are not recoverable from District.

24.7.7. Mediation.

24.7.7.1. At the District's sole discretion, this mediation may be a multiple-party mediation with the Architect, the Construction Manager, the Inspector, and/or other District consultants.

24.7.7.2. The District and Contractor shall mutually agree to a mediator within ten (10) **business** days after the disputed portion of the Claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the Claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator.

24.7.8. Contractor's Obligation to File a Government Code Claim. Nothing in this Contract, including this Claims Resolution Process, waives, modifies or tolls the Contractor's obligation to present a timely claim under Government Code section 910, et seq. Therefore, in addition to complying with this Claims Resolution Process, the Contractor is required to present claims to the District pursuant to Government Code section 910, et seq. If after the requirements of this Claims Resolution Process are satisfied, and all or a portion of the Claim remains unresolved, and if the Government Code claim is rejected by the District, the Contractor may proceed under the post-mediation provisions of this Claims Resolution Process.

24.7.9. Post Mediation Provisions

24.7.9.1. Claims of \$375,000 or Less: The provisions of Public Contract Code § 20104.4 shall apply. Pursuant to Public Contract Code § 20104.4(a), within sixty (60) days, but no earlier than thirty (30) days, following the filing of responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of both parties. Pursuant to Public Contract Code § 9204(d)(2)(D), a mediation conducted pursuant to this Claims Resolution Process shall excuse the obligation under Public Contract Code § 20104.4(a) to mediate after litigation has been commenced unless otherwise agreed to by the parties in writing.

24.7.9.2. Litigation of Claims in Excess of \$375,000. If, after a mediation as indicated above, the Parties have not resolved the Claim, either Party may commence an action in a court of competent jurisdiction to contest that decision within ninety (90) days following the conclusion of that mediation or one (1) year following the accrual of the cause of action, whichever is later. By mutual agreement, the Parties can agree to instead resolve the Claim through arbitration.

24.7.10. The District shall be entitled to remedy any false claims, as defined in California Government Code section 12650 *et seq.*, made to the District by the Contractor or any Subcontractor under the standards set forth in Government Code section 12650 *et seq.* Any Contractor or Subcontractor who submits a false claim shall be liable to the District for three times the amount of damages that the District sustains because of the false claim. A Contractor or Subcontractor who submits a false claim shall also be liable to the District for (a) the costs, including attorney fees, of a civil action brought to recover any of those penalties or damages, and (b) a civil penalty of up to \$11,000 for each false claim. In addition, Contractor may be subject to criminal prosecution under California Penal Code §72 and/or civil liability under False Claims Act. If so, the District may be entitled to recover its costs incurred to investigate any False Claim, including but not limited to attorneys' fees and expert fees incurred in connection with that investigation.

24.8. Documentation of Resolution.

If a Claim is resolved, the District shall determine if that resolution shall be documented in an Agreement and Release of Any and All Claims form or other document, as appropriate.

24.9. Claim Resolution Process – Non-Applicability.

The procedures and provisions in this Claims Resolution section shall **not** apply to:

24.9.1. District's determination of what Work is or will be constructed, or whether the Work complies with the Contract Documents for purposes of accepting the Work;

24.9.2. District's rights and obligations as a public entity, such as, but without limitation, the revocation of pre-qualified or qualified status, barring a contractor from District contracts, the imposition of penalties or forfeitures prescribed by statute or regulation; provided, however, that penalties imposed against a public entity by statutes such as Public Contract Code section 7107, shall be subject to the mandatory dispute resolution provisions of this Claims Resolution section and the Contract;

- 24.9.3. Personal injury, wrongful death or property damage claims;
 - 24.9.4. Latent defect or breach of warranty or guarantee to repair;
 - 24.9.5. Stop notices or stop payment notices; or
 - 24.9.6. Any other District rights as set forth herein.
- 24.10. The District's failure to respond to a Claim from the Contractor within the time periods described herein or to otherwise meet the time requirements of Public Contract Code section 9204 shall automatically result in the Claim being deemed rejected in its entirety, with no admission by the District as to the merits of the Claim.
- 24.11. If District fails to timely issue payment for any Claim or portion of a Claim as required pursuant to these Claim Resolution Procedures, the Contractor is permitted to assess interest indicated in Public Contract Code section 9204. Notwithstanding this provision, and in accordance with Public Contract Code section 7107, the District is entitled to withhold up to 150% of disputed amounts and the District shall not be liable for payment of interest on such disputed amounts pending final adjudication of such disputes.

25. LABOR, WAGE & HOUR, APPRENTICE AND RELATED PROVISIONS

25.1. Contractor & Subcontractor Registration

25.1.1. Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner of California and complying with any applicable enforcement by the Department of Industrial Relations. Labor Code section 1771.1(a) states the following:

“A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Section 1725.5. It is not a violation of this section for an unregistered contractor to submit a bid that is authorized by Section 7029.1 of the Business and Professions Code or by Section 10164 or 20103.5 of the Public Contract Code, provided the contractor is registered to perform public work pursuant to Section 1725.5 at the time the contract is awarded.”

25.1.2. Contractor acknowledges that, for purposes of Labor Code section 1725.5, all or some of the Work is a public work to which Labor Code section 1771 applies. Contractor shall comply with Labor Code section 1725.5, including without limitation the registration requirements. Additionally, all Contractor's Subcontractors shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Contract. Contractor represents that all of its Subcontractors are registered pursuant to Labor Code section 1725.5.

25.1.3. The Project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Contractor shall post job site notices, as prescribed by regulation. Contractor shall comply with all requirements of Labor Code section 1771.4, except the requirements that are exempted by the Labor Commissioner for the Project.

25.2. Wage Rates, Travel and Subsistence

25.2.1. Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, division 2,

of the Labor Code of California, the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public work is to be performed for each craft, classification, or type of worker needed to execute this Contract are on file at the District's principal office and copies will be made available to any interested party on request and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html. Contractor shall obtain and post a copy of these wage rates at the job site.

25.2.2. Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half times the above specified rate of per diem wages, unless otherwise specified. The holidays upon which those rates shall be paid need not be specified by the District, but shall be all holidays recognized in the applicable collective bargaining agreement. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code.

25.2.3. Contractor shall pay and shall cause to be paid each worker engaged in Work on the Project not less than the general prevailing rate of per diem wages determined by the Director of the Department of Industrial Relations ("DIR") ("Director"), regardless of any contractual relationship which may be alleged to exist between Contractor or any Subcontractor and such workers.

25.2.4. If during the period this bid is required to remain open, the Director determines that there has been a change in any prevailing rate of per diem wages in the locality in which the Work under the Contract is to be performed, such change shall not alter the wage rates in the Invitation to Bid or the Contract subsequently awarded.

25.2.5. Pursuant to Labor Code section 1775, Contractor shall, as a penalty to District, forfeit the statutory amount, (currently not to exceed two hundred dollars (\$200) for each calendar day, or portion thereof), for each worker paid less than the prevailing rates, as determined by the District and/or the Director, for the work or craft in which that worker is employed for any public work done under Contract by Contractor or by any Subcontractor under it.

25.2.5.1. The amount of the penalty shall not be less than forty dollars (\$40) for each calendar day, or portion thereof, unless the failure of Contractor was a good faith mistake and, if so, the error was promptly and voluntarily corrected when brought to the attention of Contractor.

25.2.5.2. The amount of the penalty shall not be less than eighty dollars (\$80) for each calendar day or portion thereof, if Contractor has been assessed penalties within the previous three (3) years for failing to meet Contractor's prevailing wage obligations on a separate contract, unless those penalties were subsequently withdrawn or overturned.

25.2.5.3. The amount of the penalty may not be less than one hundred twenty dollars (\$120) for each calendar day, or portion thereof, if the Labor Commissioner determines the Contractor willfully violated Labor Code section 1775.

25.2.5.4. The difference between such prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate, shall be paid to each worker by Contractor.

25.2.6. Any worker employed to perform Work on the Project, which Work is not covered by any classification listed in the general prevailing wage rate of per diem wages determined by the Director, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to Work to be performed by him, and such minimum wage rate shall be retroactive to time of initial employment of such person in such classification.

25.2.7. Pursuant to Labor Code section 1773.1, per diem wages are deemed to include employer

payments for health and welfare, pension, vacation, travel time, subsistence pay, and apprenticeship or other training programs authorized by section 3093, and similar purposes.

25.2.8. Contractor shall post at appropriate conspicuous points on the Site of Project, a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned. In addition, Contractor shall post a sign-in log for all workers and visitors to the Site, a list of all subcontractors of any tier on the Site, and the required Equal Employment Opportunity poster(s).

25.3. Hours of Work

25.3.1. As provided in article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code, eight (8) hours of labor shall constitute a legal days work. The time of service of any worker employed at any time by Contractor or by any Subcontractor on any subcontract under this Contract upon the Work or upon any part of the Work contemplated by this Contract shall be limited and restricted by Contractor to eight (8) hours per day, and forty (40) hours during any one week, except as hereinafter provided. Notwithstanding the provisions hereinabove set forth, Work performed by employees of Contractor in excess of eight (8) hours per day and forty (40) hours during any one week, shall be permitted upon this public work upon compensation for all hours worked in excess of eight (8) hours per day at not less than one and one-half times the basic rate of pay.

25.3.2. Contractor shall keep and shall cause each Subcontractor to keep an accurate record showing the name of and actual hours worked each calendar day and each calendar week by each worker employed by Contractor in connection with the Work or any part of the Work contemplated by this Contract. The record shall be kept open at all reasonable hours to the inspection of District and to the Division of Labor Standards Enforcement of the DIR.

25.3.3. Pursuant to Labor Code section 1813, Contractor shall as a penalty to the District forfeit the statutory amount (believed by the District to be currently twenty five dollars (\$25)) for each worker employed in the execution of this Contract by Contractor or by any Subcontractor for each calendar day during which such worker is required or permitted to work more than eight (8) hours in any one calendar day and forty (40) hours in any one calendar week in violation of the provisions of article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code.

25.3.4. Any Work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed without additional expense to the District.

25.4. Payroll Records

25.4.1. If requested by the District, Contractor shall provide to the District and shall cause each Subcontractor performing any portion of the Work to provide the District and an accurate and certified payroll record ("CPR(s)"), showing the name, address, social security number, work classification, straight time, and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work.

25.4.1.1. In addition to any other requirements pursuant to Labor Code sections 1770, et seq., the CPRs enumerated hereunder shall be certified and shall be provided to the District on a weekly basis. The CPRs from the Contractor and each Subcontractor for each week shall be provided on or before Wednesday of the week following the week covered by the CPRs. District shall not make any payment to Contractor until:

25.4.1.1.1. Contractor and/or its Subcontractor(s) provide CPRs acceptable to the District,
and

25.4.1.1.2. The District is given sufficient time to review and/or audit the CPRs to determine their acceptability. Any delay in Contractor and/or its Subcontractor(s) providing CPRs to the District in a timely manner will directly delay the District's review and/or audit of the CPRs and Contractor's payment.

25.4.2. All CPRs shall be available for inspection at all reasonable hours at the principal office of Contractor on the following basis:

25.4.2.1. A certified copy of an employee's CPR shall be made available for inspection or furnished to the employee or his/her authorized representative on request.

25.4.2.2. CPRs shall be made available for inspection or furnished upon request to a representative of District, Division of Labor Standards Enforcement, Division of Apprenticeship Standards, and/or the Department of Industrial Relations.

25.4.2.3. CPRs shall be made available upon request by the public for inspection or copies thereof made; provided, however, that a request by the public shall be made through either the District, Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. If the requested CPRs have not been provided pursuant to the provisions herein, the requesting party shall, prior to being provided the records reimburse the costs of preparation by Contractor, Subcontractors, and the entity through which the request was made. The public shall not be given access to the records at the principal office of Contractor.

25.4.3. The form of certification for the CPRs shall be as follows:

I, _____(Name-Print), the undersigned, am the _____
_____(Position in business) with the authority to act for and on behalf of _____
_____(Name of business and/or Contractor), certify under penalty of perjury that the records or copies thereof submitted and consisting of _____
(Description, number of pages) are the originals or true, full, and correct copies of the originals which depict the payroll record(s) of actual disbursements by way of cash, check, or whatever form to the individual or individual named, and (b) we have complied with the requirements of sections 1771, 1811, and 1815 of the Labor Code for any work performed by our employees on the Project.

Date: _____ Signature: _____
(Section 16401 of Title 8 of the California Code of Regulations)

25.4.4. Each Contractor shall file a certified copy of the CPRs with the entity that requested the records within ten (10) days after receipt of a written request.

25.4.5. Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by District, Division of Apprenticeship Standards, or Division of Labor Standards Enforcement shall be marked or obliterated in such a manner as to prevent disclosure of an individual's name, address, and social security number. The name and address of Contractor awarded Contract or performing Contract shall not be marked or obliterated.

25.4.6. Contractor shall inform District of the location of the records enumerated hereunder, including the street address, city, and county, and shall, within five (5) Business Days, provide a notice of change of location and address.

25.4.7. In the event of noncompliance with the requirements of this section, Contractor shall have ten (10) days in which to comply subsequent to receipt of written notice specifying in what respects Contractor must comply with this section. Should noncompliance still be evident after the ten (10) day

period, Contractor shall, as a penalty to District, forfeit one hundred dollars (\$100) for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of Division of Apprenticeship Standards or Division of Labor Standards Enforcement, these penalties shall be withheld from progress payments then due.

25.4.8. It shall be the responsibility of Contractor to ensure compliance with the provisions of Labor Code section 1776.

25.5. Apprentices

25.5.1. Contractor acknowledges and agrees that, if this Contract involves a dollar amount greater than or a number of working days greater than that specified in Labor Code section 1777.5, then this Contract is governed by the provisions of Labor Code Section 1777.5. It shall be the responsibility of Contractor to ensure compliance with this Article and with Labor Code section 1777.5 for all apprenticeship occupations.

25.5.2. Apprentices of any crafts or trades may be employed and, when required by Labor Code section 1777.5, shall be employed provided they are properly registered in full compliance with the provisions of the Labor Code.

25.5.3. Every such apprentice shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which he/she is employed, and shall be employed only at the work of the craft or trade to which she/he is registered.

25.5.4. Only apprentices, as defined in section 3077 of the Labor Code, who are in training under apprenticeship standards and written apprentice agreements under chapter 4 (commencing at section 3070), division 3, of the Labor Code, are eligible to be employed. The employment and training of each apprentice shall be in accordance with the provisions of the apprenticeship standards and apprentice agreements under which he/she is training.

25.5.5. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractors employing workers in any apprenticeable craft or trade in performing any Work under this Contract shall apply to the applicable joint apprenticeship committee for a certificate approving the Contractor or Subcontractor under the applicable apprenticeship standards and fixing the ratio of apprentices to journeymen employed in performing the Work.

25.5.6. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractor may be required to make contributions to the apprenticeship program.

25.5.7. If Contractor or Subcontractor willfully fails to comply with Labor Code section 1777.5, then, upon a determination of noncompliance by the Administrator of Apprenticeship, it shall:

25.5.7.1. Be denied the right to bid on any subsequent project for one (1) year from the date of such determination;

25.5.7.2. Forfeit as a penalty to District the full amount as stated in Labor Code section 1777.7. Interpretation and enforcement of these provisions shall be in accordance with the rules and procedures of the California Apprenticeship Council and under the authority of the Chief of the Division of Apprenticeship Standards.

25.5.8. Contractor and all Subcontractors shall comply with Labor Code section 1777.6, which section forbids certain discriminatory practices in the employment of apprentices.

25.5.9. Contractor shall become fully acquainted with the law regarding apprentices prior to

commencement of the Work. Special attention is directed to sections 1777.5, 1777.6, and 1777.7 of the Labor Code, and title 8, California Code of Regulations, section 200 et seq. Questions may be directed to the State Division of Apprenticeship Standards, 455 Golden Gate Avenue, San Francisco, California 94102.

25.5.10. Contractor shall ensure compliance with all certification requirements for all workers on the Project including, without limitation, the requirements for electrician certification in Labor Code sections 108, et seq.

25.6. Non-Discrimination

25.6.1. Contractor herein agrees not to discriminate in its recruiting, hiring, promotion, demotion, or termination practices on the basis of race, religious creed, national origin, ancestry, sex, age, or physical handicap in the performance of this Contract and to comply with the provisions of the California Fair Employment and Housing Act as set forth in part 2.8 of division 3 of the California Government Code, commencing at section 12900; the Federal Civil Rights Act of 1964, as set forth in Public Law 88-352, and all amendments thereto; Executive Order 11246, and all administrative rules and regulations found to be applicable to Contractor and Subcontractor.

25.6.2. Special requirements for Federally Assisted Construction Contracts: During the performance of this Contract, Contractor agrees to incorporate in all subcontracts the provisions set forth in Chapter 60-1.4(b) of Title 41 published in Volume 33 No. 104 of the Federal Register dated May 28, 1968.

25.7. Labor First Aid

Contractor shall maintain emergency first aid treatment for Contractor's workers on the Project which complies with the Federal Occupational Safety and Health Act of 1970 (29 U.S.C. § 651 et seq.) the California Occupational Safety and Health Act of 1973, and all related regulations, including without limitation section 330 et seq. of Title 8 of the California Code of Regulations.

26. MISCELLANEOUS

26.1. Assignment of Antitrust Actions

26.1.1. Section 7103.5(b) of the Public Contract Code states:

In entering into a public works contract or subcontract to supply goods, services, or materials pursuant to a public works contract, the Contractor or subcontractor offers and agrees to assign to the awarding body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, made and become effective at the time the awarding body tenders final payment to the Contractor, without further acknowledgment by the parties.

26.1.2. Section 4552 of the Government Code states:

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder.

26.1.3. Section 4553 of the Government Code states:

If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

26.1.4. Section 4554 of the Government Code states:

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

26.1.5. Under this Article, “public purchasing body” is District and “bidder” is Contractor.

26.2. Excise Taxes

If, under Federal Excise Tax Law, any transaction hereunder constitutes a sale on which a Federal Excise Tax is imposed and the sale is exempt from such Federal Excise Tax because it is a sale to a State or Local Government for its exclusive use, District, upon request, will execute documents necessary to show (1) that District is a political subdivision of the State for the purposes of such exemption, and (2) that the sale is for the exclusive use of District. No Federal Excise Tax for such materials shall be included in any Contract Price.

26.3. Taxes

Contract Price is to include any and all applicable sales taxes or other taxes that may be due in accordance with section 7051 of the Revenue and Taxation Code; Regulation 1521 of the State Board of Equalization or any other tax code that may be applicable.

26.4. Shipments

All shipments must be F.O.B. destination to Site or sites, as indicated in the Contract Documents. There must be no charge for containers, packing, unpacking, drayage, or insurance. The total Contract Price shall be all inclusive (including sales tax) and no additional costs of any type will be considered.

26.5. Compliance with Government Reporting Requirements

If this Contract is subject to federal or other governmental reporting requirements because of federal or other governmental financing in whole or in part for the Project which it is part, or for any other reason, Contactor shall comply with those reporting requirements at the request of the District at no additional cost.

END OF SECTION

SECTION 01 64 00

OWNER FURNISHED PRODUCTS

PART 1 GENERAL

1.01 SUMMARY

- A. DESCRIPTION: The Owner shall procure and provide certain products for installation as shown and specified per Contract Documents.
- B. RELATED WORK SPECIFIED ELSEWHERE
 - 1. **General.** Products furnished and paid for by the Owner are described in the following technical sections and /or in the Drawings.
 - 2. **District Supplies Material.**
Note that this project includes the installation of owner-supplied material; the District has acquired roofing material through the CMAS (California Multiple Award Schedules) program.

1.02 DEFINITIONS

- A. GENERAL: The following are used to identify products as noted on the Drawings.
- B. OWNER FURNISHED CONTRACTOR INSTALLED (O.F.C.I.): Products or equipment furnished by the Owner for installation under this contract.
- C. OWNER FURNISHED OWNER INSTALLED (O.F.O.I.): Products or equipment to be provided and installed by the Owner, but requiring surfacing, backing, utility connections or other preparation under this contract, for proper installation.
- D. NOT IN CONTRACT (N.I.C.): Products or equipment to be provided and installed by Owner, not requiring surfacing, backing, utility connections or other preparation under this contract.

PART 2 PRODUCTS

2.01 PRODUCTS

- A. ROOFING MATERIAL FURNISHED BY OWNER (O.F.C.I.) District supplied material through the CMAS (California Multiple Award Schedules) program. Related specification sections include Section 075360 Modified Bituminous Membrane Roofing

B. MATERIAL LIST:

1. Edison – Multiple Purpose Room (MPR)		
1.	StressPly Plus FR Mineral	40 Rolls
2.	StressBase 80 Plus	20 Rolls
3.	Pyramic Plus LO	23 Buckets
4.	Weatherking Plus WC	35 Buckets
5.	Weatherking Flashing Adhesive	10 Buckets
6.	Tuff-Stuff MS	2 Cases
7.	Garla-Prime VOC	2 Buckets
8.	Freight to the Jobsite	1 Each
2. Paden – Multiple Purpose Room (MPR)		
1.	StressPly Plus FR Mineral	44 Rolls
2.	StressBase 80 Plus	22 Rolls

3.	Pyramic Plus LO	23	Buckets
4.	Weatherking Plus WC	40	Buckets
5.	Weatherking Flashing Adhesive	12	Buckets
6.	Tuff-Stuff MS	2	Cases
7.	Garla-Prime VOC	2	Buckets
8.	Freight to the Jobsite	1	Each
3. Paden – Portable Classrooms			
1.	LiquidTec	16	Buckets
2.	Uni-Bond (6-in, 300 L/ft per Roll)	30	Rolls
3.	Tuff-Stuff MS Sealant	2	Cases
4.	Freight to the Jobsite	1	Each
4. Lincoln Middle School – Portable Restroom Building			
1.	LiquidTec	8	Buckets
2.	Uni-Bond (6-in, 300 L/ft per Roll)	15	Rolls
3.	Tuff-Stuff MS Sealant	1	Case
4.	Freight to the Jobsite	1	Each

PART 3 EXECUTION

3.01 OWNER'S RESPONSIBILITIES

- A. **SUBMITTALS:** Arrange for and deliver necessary shop drawings, product data and samples to Contractor
- B. **DELIVERY:**
- General:** Arrange and pay for product delivery to site, in accordance with construction schedule
 - Bill of Materials:** Deliver supplier's documentation to Contractor.
 - Inspection.** Inspect jointly with Contractor.
 - Claims.** Submit for transportation damage and replacement of otherwise damaged, defective, or missing items.
- C. **GUARANTEES:** Arrange for manufacturer's warranties, bonds, service, inspections, as required.

3.02 CONTRACTOR'S RESPONSIBILITIES

- A. **SUBMITTALS:** Arrange for and deliver necessary shop drawings, product data and samples to Contractor
- B. **DELIVERY:**
- General:** Designate delivery date for each product in Progress Schedule
 - Receiving:** Receive and unload products at site. Handle products at site, including uncrating and storage.
 - Inspection:** Promptly inspect products jointly with Owner; record shortages, damaged or defective items.
 - Storage:** Protect products from damage or exposure to elements.
- C. **INSTALLATION:**
- General:** Assemble, install, connect, adjust, and finish products, as stipulated in the respective section of Specifications.
 - Repair and Replacement:** Items damaged during handling and installation are the responsibility of the contractor.

END OF SECTION

SECTION 07 22 16

ROOF INSULATION

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Roof insulation and installation.
 - 1. HCFC FREE "Green" Polyiso Rigid board type roof insulation(s) for thermal protection as part of roofing assemblies.

1.2 RELATED SECTIONS

- A. Section 07 55 00 - Modified Bitumen Roofing
- B. Section 07 61 00 - Sheet Metal Flashing and Trim

1.3 REFERENCES

- A. ASTM A-167-94a Specification for Stainless and Heat-Resisting Chromium Nickel Steel Plate, Sheet and Strip
- B. ASTM A- 653 Specification for Steel Sheet, Zinc-Coated (Galvanized) or Zinc - Iron Alloy-Coated (Galvanized) by the Hot-Dip Process
- C. ASTM B-29 Pig Lead
- D. ASTM B-32 Solder Metal
- E. ASTM C-165-95 Test Method for Measuring Compressive Properties of Thermal Insulation
- F. ASTM C-208-95 Specifications for Cellulosic Fiber Insulating Board
- G. ASTM C-209-92 Test Method for Cellulosic Fiber Insulating Board
- H. ASTM C-272-91 Test Method for Water Absorption of Core Materials for Structural Sandwich Constructions
- I. ASTM C 518 - Standard Test Method for Steady-State Heat Flux Measurements and Thermal Transmission Properties by Means of the Heat Flow Meter Apparatus.
- J. ASTM C-728-91 Specification for Perlite Thermal Insulation Board
- K. ASTM D-5 Test Method for Penetration of Bituminous Materials
- L. ASTM D-36 Test Method for Softening Point of Bitumen (Ring and Ball Apparatus)
- M. ASTM D-92 Test Method for Flash and Fire Pints by Cleveland Open Cup
- N. ASTM D-312 Specification for Asphalt Used in Roofing
- O. ASTM D-5147 Sampling and Testing Modified Bituminous Sheet Material
- P. ASTM E 84 - Standard Test Method for Surface Burning Characteristics of Building Materials.

- Q. ASTM E 96 - Standard Test Methods for Water Vapor Transmission of Materials.
- R. ASTM E 2114-01 - Standard Terminology for Sustainability Relative to the Performance of Buildings
- S. ASTM 2129 -01 - Standard Practice for Data Collection for Sustainability Assessment of Building Product
- T. FM Factory Mutual System, Norwood, Massachusetts
- U. NRCA National Roofing Contractors Association, Chicago, IL
- V. SMACNA Sheet Metal and Air Conditioning Contractors National Association
- W. UL Underwriter's Laboratories, Inc., Northbrook, Illinois
- X. FS HH-I-1972 Insulation Board, Polyisocyanurate
- Y. WH Warnock Hersey International, Inc. Middleton, WI

1.4 DEFINITIONS

- A. HCFC FREE "Green" Polyiso Roof Board Insulation is defined as environmentally friendly, with Zero Global Warming, Zero Ozone Depletion (ODP) as in compliance with the US EPA requirements of January 1, 2003, requirement to eliminate production of HCFC 141b.
- B. LTTR (Long Term Thermal Resistance) is defined as using techniques from ASTM C1303, CAN/ULC S770 predicting a foam's R-Value that has been shown to be equivalent to the average performance of a permeably faced foam insulation product over 15 years. In Canada this method is used as the Design R-Value. This applies to ALL foam insulation products with blowing agents other than air, such as Polyiso, "Green" Polyiso, extruded polystyrene and polyurethane. The new method is based on consensus standards in the US and Canada. PIMA has reported this method as providing a better understanding of the thermal performance of foam.

1.5 SUBMITTALS

- A. Product Data: Manufacturer's specifications and installation instructions for each product specified.
- B. Provide approval letters from insulation manufacturers for use of their insulation within this particular roofing system type.
- C. Provide a sample of each insulation type.
- D. Shop Drawings:
 1. Indicate complete installation details of tapered insulation system, including identification of each insulation block, sequence of installation, layout, drain locations, roof slopes, thicknesses, crickets and saddles.
 2. Include: Outline of roof, location of drains and scuppers, complete board layout of tapered insulation components, thickness and the average "R" value for the completed insulation system.
- E. Certifications: Submit all the following.
 1. Roof manufacturers' certification that insulation fasteners furnished are acceptable to roof manufacturers.
 2. Roof manufacturer's certification that insulation furnished is acceptable to roofing manufacturer as a component of roofing system and is eligible for roof manufacturer's

system warranty.

3. Wind uplift calculation, per CBC, Chapter 15, 1504 utilizing ASCE 7. Wind uplift shall be provided by the roofing system manufacturer. Calculation shall be signed and sealed by a CA licensed Structural II engineer.
4. System Manufacturer's or insulation manufacturer's certification that HCFC FREE "Green" Polyiso materials meet Zero ODP (Ozone Depletion Potential) and Zero GWP (Global Warming Potential) specification requirements.

1.6 DESIGN REQUIREMENTS

- A. No ponding of water on roof, all runoff flows to drain.
- B. All roof insulation overlaid with Densdeck prime or Securock board. No roofing installed over exposed insulation.

1.7 PERFORMANCE REQUIREMENTS

- A. General: Fire Classification, ASTM E-108; Section specifies a roof system with an external fire rating. The descriptions given below are general descriptions. The insulation, recovery board, and all other components shall be included as required by the membrane manufacturer to provide a Factory Mutual Class 1A fire resistance rating or Listed by Underwriter's Laboratories or Warnock Hersey for external fire tests of ASTM - E - 108 Class A.
- B. Provide continuity of thermal barrier at building enclosure elements.
- C. Flame spread less than 25 when tested in accordance with ASTM E84.
- D. Smoke density is less than 50 when tested in accordance with ASTM E84.

1.8 DELIVERY, STORAGE, AND HANDLING

- A. Deliver materials in manufacturer's original, unopened packaging, with identifying tags or labels intact and legible.
- B. Coordinate scheduling for timely deliveries and prompt installation of materials.
- C. Store insulation and support system in a dry, protected area out of direct sunlight. If the storage area is outdoors, store material off the ground and protected by a suitable waterproof cover.
- D. Remove insulation which is warped, broken or exposed from moisture from the site.

1.9 ENVIRONMENTAL REQUIREMENTS

- A. Handle and install insulation system only under conditions and temperatures recommended by the manufacturer.
- B. Coordinate insulation placement to assure that material can be covered promptly with roof. Do not leave insulation exposed overnight or to inclement weather.

1.10 WARRANTY

- A. Provide warranty coordinated with the requirements of other sections specifying roof products.

PART 2 PRODUCTS

2.1 MANUFACTURER

A. Acceptable Manufacturers:

1. Wise Product Group – Local Representative – Doug Clark; dclark@garlandco.com – (925) 784-6701

2.2 MATERIALS

A. Polyisocyanurate Roof Insulation: Provide thickness of insulation as indicated. Provide a combination of types and thicknesses to provide a complete system. Provide taper design for approval by district as needed to ensure ¼" positive slope throughout.

1. Surface Burning Characteristics: Provide assembly with composite flame spread rating of 25 or less and smoke developed of 50 or less, as determined in accordance with ASTM E 84.
2. Closed cell polyisocyanurate foam.
 - a. R-Value: Minimum 10.
3. Insulation board shall meet the following requirements:
 - a. UL, WH or FM listed under Roofing Systems
 - b. Federal Specification HH-I-1972, Class 1
 - c. Dimensional Stability ASTM D2126 2% max.
 - d. Compressive Strength ASTM D1621 25 psi min.
 - e. Vapor Permeability ASTM E-96 1 perm max.
 - f. Foam Core Density ASTM D1622 2.0 pcf min.
 - g. Water Absorption ASTM C209 <1 %
 - h. Flame Spread ASTM E 84, 25 max.
 - i. R-Factor HR per inch thickness ASTM C 518 (Design Value)

B. Related Materials:

1. Fiber Cant and Tapered Edge Strips: Performed rigid insulation units of sizes/shapes indicated or as required to achieve configurations shown, of perlite or organic fiberboard:

C. Protection Board: Pre-primed gypsum board 1/2-inch thickness.

D. Adhesive: Insul-Lock HR – The Garland Company.

E. Sprayed in place backfill insulation: Dow Great Stuff or as approved by roofing system manufacturer.

F. Fasteners:

1. Corrosion resistant screw fastener as recommended by roof membrane manufacturer.
2. Factory Mutual Tested and Approved with 3 in. coated disc for 1-90 rating, length required to penetrate deck one inch.

PART 3 EXECUTION

3.1 EXAMINATION

A. Verify that roof framing system is complete and ready to receive insulation system. Do not proceed with installation until unsatisfactory conditions have been corrected.

1. Verify that work which penetrates roof deck has been completed.
2. Verify that wood nailers are properly and securely installed.
3. Examine surfaces for defects, rough spots, ridges, depressions, foreign material, moisture, and unevenness.
4. Do not proceed until defects are corrected.
5. Do not apply insulation until the substrate is sufficiently dry, 12 percent moisture maximum, and ready to receive insulation and adhesive.

6. Broom clean substrate immediately prior to application.
7. Use additional insulation to fill depressions and low spots that would otherwise cause ponding water.

3.2 INSTALLATION

- A. General: Install roof insulation in strict accordance with manufacturer's instructions and approved shop drawings.
- B. Roofing insulation attachment with mechanical fasteners:
 1. Approved insulation board shall be fully attached to the deck with an approved mechanical fastening system. Attachment shall be per roofing system manufacturer's wind uplift calculation.
 2. Place boards in a method to maximize contact bedding. Notch out undersides of insulation where insulation directly covers structural fasteners which are attached to the roof deck. Make notch equal to the length, width and depth of steel strap.
 3. Filler pieces of insulation require at least two fasteners per piece if the size of insulation is less than four square feet.
 4. Provide spacing pattern of fasteners manufacturer's recommendations to meet wind uplift requirements. Placement of any fastener from the edge of insulation board shall be a minimum of three inches, and a maximum of six inches.
 5. Minimum penetration into deck shall be as recommended by the fastener manufacturer, and one inch (1") minimum for wood or metal decks where not specified by the manufacturer
 6. Backfill around all conduit, junction boxes, etc. in roof insulation with spray foam insulation. Shave solidified spray foam even with boar insulation surface.
 7. Subsequent layers of insulation will be set in insulation adhesive. Stagger the joints of subsequent layers of polyisocyanurate and protection board over the initial layer.
 8. Adhere cover board in foam insulation adhesive.

3.3 CLEANING AND PROTECTION

- A. Remove debris and cartons from the roof deck. Protect finished work to ensure that insulation remains clean and dry, ready to receive roofing membrane.

END OF SECTION

SECTION 07 55 00

MODIFIED BITUMINOUS MEMBRANE ROOFING

PART 1 GENERAL

1.1 SCOPE OF WORK

- A. The work under this contract shall include all labor, non-owner supplied materials, tools, transportation, equipment, services, and facilities necessary for, and reasonably incidental to, the completion of the work as shown on the drawings and/or described in the specifications, for the following scope of work:
1. Remove and dispose of all roofing, gutters, coping, edge metal, and associated materials down to the structural deck.
 2. Inspect the deck and perform repairs as needed.
 3. Mechanically fasten or adhere (Paden is Concrete, Edison is Wood) R-10 Polyiso and ½" densdeck prime per manufacturers ASCE-7 wind uplift calculations.
 - a. Install crickets between all parapet wall drains providing positive slope throughout.
 4. Install 2-ply modified bitumen StressPly system in cold applied asphalt. Allow roof to cure for 30 days.
 5. Install new .040 aluminum counter flashing, detail flashing, coping, and edge metal.
 6. Apply Title 24 approved Pyramic Plus LO in 2 coats of 1.5 gallons per square (3-gal total).
 7. Paint all conduit lines with Pyramic Plus LO. Install conduits on new Dura-Block supports.
 8. Install new R-Mer Edge Coping in .040 aluminum per districts color choice.
 9. All drains to receive new cast iron strainers.
 10. Test all drains and downspouts prior to construction and once again after completion.
 11. Provide the District with a 30-year NDL warranty from manufacturer and 4-year contractor workmanship warranty.

1.2 REFERENCES

- A. ASTM D 41 - Standard Specification for Asphalt Primer Used in Roofing, Damp proofing, and Waterproofing.
- B. ASTM D 312 - Standard Specification for Asphalt used in Roofing.
- C. ASTM D 451 - Standard Test Method for Sieve Analysis of Granular Mineral Surfacing for Asphalt Roofing Products.
- D. ASTM D 1079 Standard Terminology Relating to Roofing, Waterproofing and Bituminous Materials.
- E. ASTM D 1863 Standard Specification for Mineral Aggregate Used as a Protective Coating for Roofing.
- F. ASTM D 4601 Standard Specification for Asphalt Coated Glass Fiber Base Sheet Used in Roofing.
- G. ASTM D 5147 Standard Test Method for Sampling and Testing Modified Bituminous Sheet Materials.
- H. ASTM D 6162 Standard Specification for Styrene Butadiene Styrene (SBS) Modified Bituminous Sheet Materials Using a Combination of Polyester and Glass Fiber Reinforcements.
- I. ASTM E 108 - Standard Test Methods for Fire Test of Roof Coverings

- J. Factory Mutual Research (FM): Roof Assembly Classifications.
- K. National Roofing Contractors Association (NRCA): Roofing and Waterproofing Manual.
- L. Sheet Metal and Air Conditioning Contractors National Association, Inc. (SMACNA) - Architectural Sheet Metal Manual.
- M. Underwriters Laboratories, Inc. (UL): Fire Hazard Classifications.
- N. Warnock Hersey (WH): Fire Hazard Classifications.
- O. ANSI-SPRI ES-1 Wind Design Standard for Edge Systems used with Low Slope Roofing Systems.
- P. ASCE 7, Minimum Design Loads for Buildings and Other Structures
- Q. UL - Fire Resistance Directory.
- R. FM Approvals - Roof Coverings and/or RoofNav assembly database.
- S. California Title 24 Energy Efficient Standards.

1.3 DESIGN / PERFORMANCE REQUIREMENTS

- A. Perform work in accordance with all federal, state and local codes.
- B. Exterior Fire Test Exposure: Roof system shall achieve a UL, FM or WH Class rating for roof slopes indicated on the Drawings as follows:
 - 1. Factory Mutual Class A Rating.
 - 2. Underwriters Laboratory Class A Rating.
 - 3. Warnock Hersey Class A Rating.
- C. Design Requirements:
 - 1. Uniform Wind Uplift Load Capacity
 - a. Installed roof system shall withstand negative (uplift) design wind loading pressures complying with the following criteria.
 - 1) Design Code: ASCE 7, Method 2 for Components and Cladding.
 - 2) Importance Category:
 - a) IV
 - 3) Importance Factor of:
 - a) 2.0
 - 4) Wind Speed: 120 mph
 - 5) Exposure Category:
 - a) B.
 - 6) Roof Pitch: 1/4" :12.
 - 7) Roof Area Design Uplift Pressure:
 - a) Zone 1 - Field of roof 10.3 psf
 - b) Zone 2 - Eaves, ridges, hips and rakes 17.9 psf
 - c) Zone 3 – Corners 23.6 psf
 - 2. Live Load: 20 psf, or not to exceed original building design.
 - 3. Dead Load:
 - a. Installation of new roofing materials shall not exceed the dead load capacity of the existing roof structure.
- D. Energy Star: Roof System shall comply with the initial and aged reflectivity required by the U.S.

Federal Government's Energy Star program.

- E. LEED: Roof system shall meet the reflectivity and emissivity criteria to qualify for one point under the LEED credit category, Credit 7.2, Landscape & Exterior Design to Reduce Heat Island - Roof.
- F. Roof System membranes containing recycled or bio-based materials shall be third party certified through UL Environment.
- G. Roof system shall have been tested in compliance with the following codes and test requirements:
 - 1. Cool Roof Rating Council:
 - 2. International Code Council Evaluation Service (ICC-ES):
 - 3. Underwriters Laboratories:
 - 4. Warnock Hersey
 - a. ITS Directory of Listed Products
 - 5. FM Approvals:
 - a. RoofNav Website

1.4 SUBMITTALS

- A. Product Data: Manufacturer's data sheets on each product to be used, including:
 - 1. Preparation instructions and recommendations.
 - 2. Storage and handling requirements and recommendations.
 - 3. Installation instructions.
- B. Shop Drawings: Submit shop drawings including installation details of roofing, flashing, fastening, insulation and vapor barrier, including notation of roof slopes and fastening patterns of insulation and base modified bitumen membrane, prior to job start.
- C. Design Pressure Calculations: Submit design pressure calculations for the roof area in accordance with ASCE 7 and local Building Code requirements. Include a roof system attachment analysis report, certifying the system's compliance with applicable wind load requirements before Work begins.
- D. Wind uplift calculation per CBC using ASCE 7-10. Calculation shall diagrammatically show fastening pattern and be stamped by the roofing system manufactures CA licensed structural engineer.
- E. Recycled or Bio-Based Materials: Provide third party certification through UL Environment of roof System membranes containing recycled or bio based materials.
- F. Verification Samples: For each modified bituminous membrane ply product specified, two samples, minimum size 6 inches (150 mm) square, representing actual product, color, and patterns.
- G. Manufacturer's Certificates: Provide to certify products meet or exceed specified requirements.
- H. Test Reports: Submit test reports, prepared by an independent testing agency, for all modified bituminous sheet roofing, indicating compliance with ASTM D5147.
- I. Manufacturer's Fire Compliance Certificate: Certify that the roof system furnished is approved by Factory Mutual (FM), Underwriters Laboratories (UL), Warnock Hersey (WH) or approved third party testing facility in accordance with ASTM E108, Class A for external fire and meets local or nationally recognized building codes.
- J. Any material submitted as equal to or better than the specified material must be accompanied by a report signed and sealed by a professional engineer licensed in the state in which the installation is to take placed. This report shall show that the submitted equal meets the Design and Performance

criteria in this specification. Material substitutions may only be submitted by prime bidding contractors. Substitution requests submitted without a licensed engineer stamp or by non-prime bidding contractors will be rejected for non-conformance.

- K. Closeout Submittals: Provide manufacturer's maintenance instructions that include recommendations for periodic inspection and maintenance of all completed roofing work. Provide product warranty executed by the manufacturer. Assist Owner in preparation and submittal of roof installation acceptance certification as may be necessary in connection with fire and extended coverage insurance on roofing and associated work.

1.5 QUALITY ASSURANCE

- A. Perform Work in accordance with NRCA Roofing and Waterproofing Manual.
- B. Manufacturer Qualifications: Company specializing in manufacturing products specified with documented ISO 9001 certification and minimum of twelve years of documented experience and must not have been in Chapter 11 bankruptcy during the last five years.
- C. Installer Qualifications: Company specializing in performing Work of this section with minimum five years documented experience and a certified Pre-Approved Garland Contractor.
- D. Installer's Field Supervision: Maintain a full-time Supervisor/Foreman on job site during all phases of roofing work while roofing work is in progress.
- E. Product Certification: Provide manufacturer's certification that materials are manufactured in the United States and conform to requirements specified herein, are chemically and physically compatible with each other, and are suitable for inclusion within the total roof system specified herein.
- F. Manufacturers Inspections: Provide on manufacturers' letterhead, a certification that a full-time employee of the manufacturer will inspect the project a minimum 3 times per week as indicated in section (3.7). A letter must be signed and notarized by a corporate officer of the manufacturing company.
- G. Source Limitations: Obtain all components of roof system from a single manufacturer. Secondary products that are required shall be recommended and approved in writing by the roofing system Manufacturer. Upon request of the Architect or Owner, submit Manufacturer's written approval of secondary components in list form, signed by an authorized agent of the Manufacturer.

1.6 PRE-INSTALLATION MEETINGS

- A. Convene a minimum of two weeks prior to commencing Work of this section.
- B. Review installation procedures and coordination required with related Work.
- C. Inspect and make notes of job conditions prior to installation:
 - 1. Record minutes of the conference and provide copies to all parties present.
 - 2. Identify all outstanding issues in writing designating the responsible party for follow-up action and the timetable for completion.
 - 3. Installation of roofing system shall not begin until all outstanding issues are resolved to the satisfaction of the Architect.

1.7 DELIVERY, STORAGE, AND HANDLING

- A. Deliver and store products in manufacturer's unopened packaging with labels intact until ready for installation.
- B. Store all roofing materials in a dry place, on pallets or raised platforms, out of direct exposure to the elements until time of application. Store materials at least 4 inches above ground level and covered with "breathable" tarpaulins.
- C. Stored in accordance with the instructions of the manufacturer prior to their application or installation. Store roll goods on end on a clean flat surface except store KEE-Stone FB 60 rolls flat on a clean flat surface. No wet or damaged materials will be used in the application.
- D. Store at room temperature wherever possible, until immediately prior to installing the roll. During winter, store materials in a heated location with a 50-degree F (10 degree C) minimum temperature, removed only as needed for immediate use. Keep materials away from open flame or welding sparks.
- E. Avoid stockpiling of materials on roofs without first obtaining acceptance from the Architect/Engineer.
- F. Adhesive storage shall be between the range of above 50-degree F (10 degree C) and below 80 degree F (27 degree C). Area of storage shall be constructed for flammable storage.

1.8 COORDINATION

- A. Coordinate work with installing associated metal flashings as work of this section proceeds.

1.9 PROJECT CONDITIONS

- A. Maintain environmental conditions (temperature, humidity, and ventilation) within limits recommended by manufacturers for optimum results. Do not install products under environmental conditions outside manufacturer's absolute limits.

1.10 WARRANTY

- A. Upon completion of the work, provide the Manufacturer's written and signed NDL Warranty, warranting that, if a leak develops in the roof during the term of this warranty, due either to defective material or defective workmanship by the installing contractor, the manufacturer shall provide the Owner, at the Manufacturer's expense, with the labor and material necessary to return the defective area to a watertight condition.

1. Warranty Period:
 - a. 30 years from the date of acceptance.
 - b. The warranty shall cover the calculated windspeed of 120 mph.
 - c. Warranty must be provided solely by the manufacturer. No third-party insurance riders or third-party warranty holders will be accepted.

2. Warranty Period: Installer is to guarantee all work against defects in materials and workmanship for a period indicated following final acceptance of the Work.
 - a. Warranty Period:
 - 1) 4 years from date of acceptance.

PART 2 PRODUCTS

2.1 MANUFACTURERS

- A. Acceptable Manufacturer: Garland Company, Inc. (The); 3800 E. 91st St., Cleveland, OH 44105. Local Representative: Doug Clark (925) 784-6701 Email: dclark@garlandind.com Web Site: www.garlandco.com.
 1. Materials to be furnished and provided by Alameda USD through California Multiple Award Schedules (CMAS).

- B. The Products specified are intended and the Standard of Quality for the products required for this project. If other products are proposed the bidder must disclose in the bid the manufacturer and the products that they intend to use on the Project. If no manufacturer and products are listed, the bid may be accepted only with the use of specified products.
 1. Bidder will not be allowed to change materials after the bid opening date.
 2. If alternate products are included in the bid, the products and specified overall performance requirements must be equal to or exceed the products and requirements specified. Supporting technical data shall be submitted to the Architect/ Owner for approval prior to acceptance.
 3. In making a request for substitution, the Bidder/Roofing Contractor represents that it has:
 - a. Personally, investigate the proposed product or method, and determined that it is equal or superior in all respects to that specified.
 - b. Will provide the same guarantee for substitution as for the product and method specified.
 - c. Will coordinate installation of accepted substitution in work, making such changes as may be required for work to be completed in all respects.
 - d. Will waive all claims for additional cost related to substitution, which consequently become apparent.
 - e. Cost data is complete and includes all related cost under his/her contract or other contracts, which may be affected by the substitution.
 - f. Will reimburse the Owner for all redesigned cost by the Architect for accommodation of the substitution.
 4. Architect/ Owner reserves the right to be the final authority on the acceptance or rejection of any or all bids, proposed alternate roofing systems or materials that has met ALL specified requirement criteria.
 5. Failure to submit substitution package, or any portion thereof requested, will result in immediate disqualification and consideration for that particular contractor's request for manufacturer substitution.
 6. Any substitution requests must be provided to the architect 10 days before the original bid date. Substitutions outside of this timeline will not be considered.

2.2 COLD APPLIED 2-PLY SOLVENT FREE ASPHALT ROOFING -

- A. Base (Ply) Sheet: One ply bonded to the prepared substrate with Interply Adhesive:
 - 1. StressBase 80 Plus:
- B. Modified Cap (Ply) Sheet: One ply bonded to the prepared substrate with interplay adhesive.
 - 1. StressPly Plus FR Mineral:
- C. Interply Adhesive: (Layer 1 and 2)
 - 1. Weatherking Plus WC: 2.5 gallons per square.
- D. Flashing Base Ply: One ply bonded to the prepared substrate with Interply Adhesive:
 - 1. StressBase 80 Plus:
- E. Flashing Cap (Ply) Sheet: One ply bonded to the prepared substrate with Interply Adhesive:
 - 1. StressPly Plus FR Mineral
- F. Flashing Ply Adhesive:
 - 1. Weatherking Flashing Adhesive: 6 gallons per square.
- G. Surfacing: Requires 5 days wait before applying.
 - 1. Surface Coatings
 - a. Pyramic Plus LO: two coats of 1.5 gallons per square. (3 gal/square total)

2.3 ACCESSORIES:

- A. Urethane Sealant Hybrid - Tuff-Stuff MS: One-part, non-sag sealant as approved and furnished by the membrane manufacturer for moving joints.
 - 1. Tensile Strength, ASTM D 412: 250 psi
 - 2. Elongation, ASTM D 412: 450%
 - 3. Hardness, Shore A ASTM C 920: 35
 - 4. Adhesion-in-Peel, ASTM C 92: 30 pli
- B. Sealant - Green-Lock Structural Adhesive: Single component, 100% solids structural adhesive as furnished and recommended by the membrane manufacturer.
 - 1. Elongation, ASTM D 412: 300%
 - 2. Hardness, Shore A, ASTM C 920: 50
 - 3. Shear Strength, ASTM D 1002: 300 psi
- C. Coverboard – 1/2” Densdeck Prime or approved equal.
- D. Coping; R-Mer Edge Coping and R-Mer Drip Edge by The Garland Company.
 - 1. 0.040 Aluminum
- E. Tuff-Coat: Semi-Permeable waterproof wall coating: 2 coats of 1 gallon per 100 square feet.
- F. Drain and Pipe Flashings:
 - 1. Green-Weld PVB Lead Alternate
- G. Insulation Adhesive:
 - 1. Insul-Lock HR

PART 3 EXECUTION

3.1 EXAMINATION

- A. Do not begin installation until substrates have been properly prepared.
- B. Inspect and approve the deck condition, slopes and fastener backing if applicable, parapet walls, expansion joints, roof drains, stack vents, vent outlets, nailers and surfaces and elements.
- C. Verify that work penetrating the roof deck, or which may otherwise affect the roofing, has been properly completed.
- D. If substrate preparation and other conditions are the responsibility of another installer, notify Architect of unsatisfactory preparation before proceeding.

3.2 PREPARATION

- A. General: Clean surfaces thoroughly prior to installation.
 - 1. Prepare surfaces using the methods recommended by the manufacturer for achieving the best result for the substrate under the project conditions.
 - 2. Fill substrate surface voids that are greater than 1/4 inch wide with an acceptable fill material.
 - 3. Roof surface to receive roofing system shall be smooth, clean, free from loose gravel, dirt and debris, dry and structurally sound.
 - 4. Wherever necessary, all surfaces to receive roofing materials shall be power broom and vacuumed to remove debris and loose matter prior to starting work.
 - 5. Do not apply roofing during inclement weather. Do not apply roofing membrane to damp, frozen, dirty, or dusty surfaces.
 - 6. Fasteners and plates for fastening components mechanically to the substrate shall provide a minimum pull-out capacity of 300 lbs. (136 k) per fastener. Base or ply sheets attached with cap nails require a minimum pullout capacity of 40 lb. per nail.
 - 7. Prime decks where required, in accordance with requirements and recommendations of the primer and deck manufacturer.
- B. Wood Deck:
 - 1. Dimensional wood deck shall be a minimum of 1 inch (25 mm) thick, knotholes and cracks larger than 1/4 inch shall be covered with sheet metal. All boards shall be appropriately nailed and have adequate end bearing to the centers of beams/rafters. Lumber shall be kiln dried.
 - 2. Plywood shall be a minimum 15/32 inch (11.9 mm) thick and conform to the standards and installation requirements of the American Plywood Association (APA).
 - 3. If no roof insulation is specified, provide a suitable dry sheathing paper, followed by an approved base sheet nailed appropriately for the specified roof system, with 1 inch (25 mm) diameter caps and annular nails unless otherwise required by the applicable Code or Approval agency.
 - 4. Insulation is to be mechanically attached in accordance with the insulation manufacturer's recommendations unless otherwise required by the applicable Code.
 - 5. In all retrofit roof applications, it is required that deck be inspected for defects. Any defects are to be corrected per the deck manufacturer's recommendations and standards of the APA/Engineered Wood Association prior to new roof application.
 - 6. Light metal wall ties or other structural metal exposed on top of the wood deck shall be covered with one ply of a heavy roofing sheet, such as HPR Glasbase Base Sheet, extending 2

inches to 6 inches (51 mm to 152 mm) beyond the metal in all directions. Nail in place before applying the base ply.

C. Re-Roofing Applications:

1. Remove existing roof flashings from curbs and parapet walls down to the surface of the roof. Remove existing flashings at roof drains and roof penetrations.
2. Remove all wet, deteriorated, blistered or delaminated roofing membrane or insulation and fill in any low spots occurring as a result of removal work to create a smooth, even surface for application of new roof membranes.
3. Install new wood nailers as necessary to accommodate insulation/recovery board or new nailing patterns.
4. When mechanically attached, the fastening pattern for the insulation/recovery board shall be as recommended by the specific product manufacturer.
5. Re-roofing over coal tar pitch requires a mechanically attached recovery board or insulation and a base sheet prior to the application of roofing system.
6. Existing roof surfaces shall be primed as necessary with asphalt primer meeting ASTM D 41 and allowed to dry prior to installing the roofing system.

3.3 INSTALLATION - GENERAL

- A. Install modified bitumen membranes and flashings in accordance with manufacturer's instructions and with the recommendations provided by the National Roofing Contractors Association's Roofing & Waterproofing Manual, the Asphalt Roofing Manufacturers Association, and applicable codes.
- B. General: Avoid installation of modified bitumen membranes at temperatures lower than 40-45 degrees F. When work at such temperatures unavoidable use the following precautions:
1. Take extra care during cold weather installation and when ambient temperatures are affected by wind or humidity, to ensure adequate bonding is achieved between the surfaces to be joined. Use extra care at material seam welds and where adhesion of the applied product to the appropriately prepared substrate as the substrate can be affected by such temperature constraints as well.
 2. Unrolling of cold materials, under low ambient conditions must be avoided to prevent the likelihood of unnecessary stress cracking. Rolls must be at least 40 degrees F at the time of application. If the membrane roll becomes stiff or difficult to install, it must be replaced with roll from a heated storage area.
- C. Commence installation of the roofing system at the lowest point of the roof (or roof area), working up the slope toward the highest point. Lap sheets shingle fashion so as to constantly shed water
- D. All slopes greater than 2:12 require back-nailing to prevent slippage of the ply sheets. Use ring or spiral-shank 1 inch cap nails, or screws and plates at a rate of 1 fastener per ply (including the membrane) at each insulation stop. Place insulation stops at 16 ft o.c. for slopes less than 3:12 and 4 feet o.c. for slopes greater than 3:12. On non-insulated systems, nail each ply directly into the deck at the rate specified above. When slope exceeds 2:12, install all plies parallel to the slope (strapping) to facilitate backnailing. Install 4 additional fasteners at the upper edge of the membrane when strapping the plies.

3.4 INSTALLATION COLD APPLIED ROOF SYSTEM

- A. Base Ply: Cut base ply sheets into 18 foot lengths and allow plies to relax before installing. Install base sheet in Interply Adhesive: applied at the rate required by the manufacturer. Shingle base sheets uniformly to achieve one-ply throughout over the prepared substrate. Shingle in proper direction to shed water on each large area of roofing.

1. Lap ply sheet ends 8 inches. Stagger end laps 12 inches minimum.
 2. Solidly bond to the substrate and adjacent ply with specified cold adhesive at the rate of 2.5 gallons per 100 square feet.
 3. Roll must push a puddle of adhesive in front of it with adhesive slightly visible at all side laps. Use care to eliminate air entrapment under the membrane.
 4. Install subsequent rolls of modified across the roof as above with a minimum of 4 inch side laps and 8 inch staggered end laps. Lay modified membrane in the same direction as the underlayers but the laps shall not coincide with the laps of the base layers.
 5. Extend plies 2 inches beyond top edges of cants at wall and projection bases.
 6. Install base flashing ply to all perimeter and projection details.
 7. Allow the one ply of base sheet to cure at least 30 minutes before installing the modified membrane. However, the modified membrane must be installed the same day as the base plies.
- B. Modified Cap Ply(s): Cut cap ply sheets into 18-foot lengths and allow plies to relax before installing. Install in interplay adhesive applied at the rate required by the manufacturer. Shingle sheets uniformly over the prepared substrate to achieve the number of plies specified. Shingle in proper direction to shed water on each large area of roofing.
1. Lap ply sheet ends 8 inches. Stagger end laps 12 inches minimum.
 2. Solidly bond to the base layers with specified cold adhesive at the rate of 2.5 gallons per 100 square feet.
 3. Roll must push a puddle of adhesive in front of it with adhesive slightly visible at all side laps. Care should be taken to eliminate air entrapment under the membrane.
 4. Install subsequent rolls of modified across the roof as above with a minimum of 4 inch side laps and 8 inch staggered end laps. Lay modified membrane in the same direction as the underlayers but the laps shall not coincide with the laps of the base layers.
 5. Allow cold adhesive to set for 5 to 10 minutes before installing the top layer of modified membrane.
 6. Extend membrane 2 inches beyond top edge of all cants in full moppings of the cold adhesive as shown on the Drawings.
- C. Fibrous Cant Strips: Provide glass fiber cant strips at all wall/curb detail treatments where angle changes are greater than 45 degrees. Cant may be set in approved cold adhesives, hot asphalt or mechanically attached with approved plates and fasteners.
- D. Wood Blocking, Nailers and Cant Strips: Provide wood blocking, nailers and cant strips as specified in Section 06114.
1. Provide nailers at all roof perimeters and penetrations for fastening membrane flashings and sheet metal components.
 2. Wood nailers should match the height of any insulation, providing a smooth and even transition between flashing and insulation areas.
 3. Nailer lengths should be spaced with a minimum 1/8-inch gap for expansion and contraction between each length or change of direction.
 4. Nailers and flashings should be fastened in accordance with Factory Mutual "Loss Prevention Data Sheet 1- 49, Perimeter Flashing" and be designed to be capable of resisting a minimum force of 200 lbs/lineal foot in any direction.
- E. Metal Work: Provide metal flashings, counter flashings, parapet coping caps and thru-wall flashings as specified in Section 07620 or Section 07710. Install in accordance with the SMACNA "Architectural Sheet Metal Manual" or the NRCA Roofing Waterproofing manual.
- F. Termination Bar: Provide a metal termination bar or approved top edge securement at the terminus of all flashing sheets at walls and curbs. Fasten the bar a minimum of 8 inches (203 mm) o/c to

achieve constant compression. Provide suitable, sealant at the top edge if required.

- G. Flashing Base Ply: Install flashing sheets by the same application method used for the base ply.
1. Seal curb, wall and parapet flashings with an application of mastic and mesh on a daily basis. Do not permit conditions to exist that will allow moisture to enter behind, around or under the roof or flashing membrane.
 2. Prepare all walls, penetrations, expansion joints and where shown on the Drawings to be flashed with required primer at the rate of 100 square feet per gallon. Allow primer to dry tack free.
 3. Adhere to the underlying base ply with specified flashing ply adhesive unless otherwise specified. Nail off at a minimum of 8 inches (203 mm) o.c. from the finished roof at all vertical surfaces.
 4. Solidly adhere the entire flashing ply to the substrate. Run first ply of membrane 4' up wall and secure with a termination bar fastened at 6 inches (152 mm) O.C. and sealed at top. Apply second ply with a minimum 8" overlap of lower ply and upper ply. Fasten and secure with termination bar fastened at 6 inches O.C. and sealed.
 5. Coordinate counter flashing, cap flashings, expansion joints and similar work with modified bitumen roofing work as specified.
 6. Coordinate roof accessories, miscellaneous sheet metal accessory items, including piping vents and other devices with the roofing system work.
 7. Secure the top edge of the flashing sheet using a termination bar only when the wall surface above is waterproofed, or nailed 4 inches on center and covered with an acceptable counter flashing.
- H. Flashing Cap Ply:
1. Seal curb, wall and parapet flashings with an application of mastic and mesh on a daily basis. Do not permit conditions to exist that will allow moisture to enter behind, around or under the roof or flashing membrane.
 2. Prepare all walls, penetrations, expansion joints and where shown on the Drawings to be flashed with required primer at the rate of 100 square feet per gallon. Allow primer to dry tack free.
 3. Adhere to the underlying base flashing ply with specified flashing ply adhesive unless otherwise specified. Run flashing cap ply 4 feet up wall and fasten with termination bar fastened ever 6 inches O.C. Adhere additional cap ply on remaining wall section in specified adhesive with a minimum 8 inch overlap of lower flashing cap ply. Heat weld seam. Nail off at a minimum of 8 inches (203 mm) o.c. from the finished roof at all vertical surfaces.
 4. Coordinate counter flashing, cap flashings, expansion joints and similar work with modified bitumen roofing work as specified.
 5. Coordinate roof accessories, miscellaneous sheet metal accessory items with the roofing system work.
 6. All stripping shall be installed prior to flashing cap sheet installation.
 7. Heat and scrape granules when welding or adhering at cut areas and seams to granular surfaces at all flashings.
 8. Secure the top edge of the flashing sheet using a termination bar only when the wall surface above is waterproofed, or nailed 4 inches on center and covered with an acceptable counter flashing.
- I. Surface Coatings: Apply roof coatings in strict conformance with the manufacturer's recommended procedures.
- J. Roof Walkways: Provide walkways in areas indicated on the Drawings.

3.5 INSTALLATION EDGE TREATMENT AND ROOF PENETRATION FLASHING

A. Equipment Support:

1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
2. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
3. Install base flashing ply covering curb set in bitumen with 6 inches (152 mm) on to field of the roof.
4. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Attach top of membrane to top of curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
5. Use Tuff-Flash and polyester where necessary to fully seal detail areas.
6. Install pre-manufactured cover. Fasten sides at 24 inches (609 mm) o.c. with fasteners and neoprene washers. Furnish all joint cover laps with butyl tape between metal covers.
7. Set equipment on neoprene pad and fasten as required by equipment manufacturer.

B. Curb Detail/Air Handling Station:

1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
2. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
3. Install base flashing ply covering curb set in bitumen with 6 inches (152 mm) on to field of the roof.
4. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
5. Use Tuff-Flash and polyester where necessary to fully seal detail areas.
6. Install pre-manufactured counterflashing with fasteners and neoprene washers or per manufacturer's recommendations.
7. Set equipment on neoprene pad and fasten as required by equipment manufacturer.

C. Exhaust Fan:

1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
2. Set cant in bitumen. Run all plies over cant a minimum of 2 inches (50 mm).
3. Install base flashing ply covering curb with 6 inches (152 mm) on to field of the roof.
4. Install a second ply of modified flashing ply installed over the base flashing ply, 9 inches (228 mm) on to field of the roof. Attach top of membrane to top of wood curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
5. Install metal exhaust fan over the wood nailers and flashing to act as counterflashing. Fasten per manufacturer's recommendation.

D. Passive Vent/Air Intake:

1. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
2. Set cant in bitumen. Run all plies over cant a minimum of 2 inches (50 mm).
3. Install base flashing ply covering curb with 6 inches (152mm) on to the field of the roof.
4. Install a second ply of modified flashing ply installed over the base flashing ply, 9 inches (228 mm) on to field of the roof. Attach top of membrane to top of wood curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
5. Install passive vent/air intake over the wood nailers and flashing to act as counterflashing.

Fasten per manufacturer's recommendations.

E. Roof Drain:

1. Plug drain to prevent debris from entering plumbing.
2. Taper insulation and or coverboard to drain minimum of 24 inches (609 mm) from center of drain.
3. Run roof system plies over drain. Cut out plies inside drain bowl.
4. Set lead/copper flashing (30 inch square minimum) in 1/4 inch bed of mastic. Run lead/copper into drain a minimum of 2 inches (50 mm). Prime lead/copper at a rate of 100 square feet per gallon and allow to dry.
5. Install base flashing ply (40 inch square minimum) in bitumen.
6. Install modified membrane (48 inch square minimum) in bitumen.
7. Install clamping ring and assure that all plies are under the clamping ring.
8. Remove drain plug and install strainer.

F. Plumbing Stack:

1. Minimum stack height is 12 inches (609 mm).
2. Run roof system over the entire surface of the roof. Seal the base of the stack with elastomeric sealant.
3. Prime flange of new sleeve. Install properly sized sleeves set in 1/4 inch (6 mm) bed of roof cement.
4. Install base flashing ply in bitumen.
5. Install membrane in bitumen.
6. Caulk the intersection of the membrane with elastomeric sealant.
7. Turn sleeve a minimum of 1 inch (25 mm) down inside of stack.

G. Heat Stack:

1. Minimum stack height is 12 inches (609 mm).
2. Run roof system over the entire surface of the roof. Seal the base of the stack with elastomeric sealant.
3. Prime flange of new sleeve. Install properly sized sleeves set in 1/4 inch (6 mm) bed of roof cement.
4. Install base flashing ply in bitumen.
5. Install modified membrane in bitumen.
6. Caulk the intersection of the membrane with elastomeric sealant.
7. Install new collar over cape. Weld collar or install stainless steel draw brand.

3.6 CLEANING

- A. Clean-up and remove daily from the site all wrappings, empty containers, paper, loose particles and other debris resulting from these operations.
- B. Remove asphalt markings from finished surfaces.
- C. Repair or replace defaced or disfigured finishes caused by Work of this section.

3.7 PROTECTION

- A. Provide traffic ways, erect barriers, fences, guards, rails, enclosures, chutes and the like to protect personnel, roofs and structures, vehicles and utilities.
- B. Protect exposed surfaces of finished walls with tarps to prevent damage.
- C. Plywood for traffic ways required for material movement over existing roofs shall be not less than

5/8 inch (16 mm) thick.

- D. In addition to the plywood listed above, an underlayment of minimum 1/2 inch (13 mm) recover board is required on new roofing.
- E. Special permission shall be obtained from the Manufacturer before any traffic shall be permitted over new roofing.

3.8 FIELD QUALITY CONTROL

- A. Manufacturer Inspections:
 - 1. An inspection shall be made by a representative of the material manufacturer, a minimum of three (3) times per week during performance of work to ensure that said project is installed in accordance with the manufacture's specifications and illustrated details. Written reports including pictures and comments shall be turned over to the Architect and Owner, on each Monday following the prior week.
 - a. The authorized material manufacturers field representative shall be responsible for:
 - 1) Keeping the Architect's representative informed after periodic inspections as to the progress and quality of the work observed.
 - 2) Calling to the attention of the contractor those matters observed which are considered to be in violation of the contract requirements.
 - 3) Reporting to the Architect's representative, in writing, any failure or refusal of the contractor to correct unacceptable practices called to his attention.
 - 4) Confirming, after completion of the work and based on his observation and test, that he has observed no application procedures in conflict with these specifications.

3.9 OWNER SUPPLIED MATERIALS

- A. The Owner will only supply the quantity listed in the owner supplied materials section of this specification below. All additional materials and accessories will be the full responsibility of the contractor to provide and install per the specification and project requirements.
- B. Any material or accessories required for the installation of the roof system in excess of the Owner provided material must be supplied by the Contractor and added into the bid cost proposal. It is up to the Contractor to determine the precise amount of material required for the completion of this project; and to provide excess material, as required. The cost to handle and fabricate flashing metal from the Owner provided flat stock is contractor's responsibility and to be added into the bid cost proposal.
- C. All required flashings as required per each specification section for plumbing, electrical, gas, etc. will be the Contractors responsibility to provide and install as well as to be included in the bid cost.
- D. All materials not specifically included in the owner supplied materials section will be the responsibility of the contractor to provide and install in compliance with section 07550.
- E. Freight charges of owner supplied materials will be the responsibility of the Owner.
- F. Contractor must coordinate and take delivery of materials, count all materials and ensure it matches the list below, unload and properly locate materials at the job site, and properly protect, cover and store at jobsite.
- G. The contractor must be able to provide certification in writing from roof system manufacturer that the contractor is approved to install the specified roof system and provide all warranty requirements

of section 07550.

1. Edison ES – Multiple Purpose Building (MPR)

Stressply Plus FR Mineral	40 Rolls
StressBase 80 Plus	20 Rolls
Pyramic Plus LO	23 Buckets
Weatherking Plus WC	35 Buckets
Weatherking Flashing Adhesive	10 Buckets
Tuff-Stuff MS	2 Cases
Garla-Prime VOC	2 Buckets
Freight to Jobsite	1 Each

2. Paden ES – Multiple Purpose Building (MPR)

Stressply Plus FR Mineral	44 Rolls
StressBase 80 Plus	22 Rolls
Pyramic Plus LO	23 Buckets
Weatherking Plus WC	40 Buckets
Weatherking Flashing Adhesive	12 Buckets
Tuff-Stuff MS:	2 Cases
Garla-Prime VOC	2 Buckets
Freight to Jobsite	1 Each

END OF SECTION

SECTION 07 56 30

FLUID APPLIED ROOF RESTORATION

PART 1 GENERAL

1.1 SCOPE OF WORK:

- A. The work under this contract shall include all labor, non-owner supplied materials, tools, transportation, equipment, services, and facilities necessary for, and reasonably incidental to, the completion of the work as shown on the drawings and/or described in the specifications. The scope of work includes but is not limited to:
1. Surface preparation: Remove loose flaking rust, dust, dirt, debris, secure all gaped panels and replace all loose fasteners with the next size larger.
 2. Metal Flashings: Replace metal flashings, pitch pockets, gutters etc.
 3. Primer: Prime entire roof surface with Metal Roof Primer at 0.25 gallons per square.
 4. Apply Uni-Bond to all seams and details.
 5. Apply a base coat of Liquitec over all areas receiving Uni-Bond at 2 gallons per square.
 6. Apply a base coat of Liquitec across the entire roof section at 1.5 gallons per square.
 7. Apply a topcoat of Liquitec across the entire roof section at 1.5 gallons per square.
 8. Replace gutters, edge metal, and damaged details as required for a complete system.

1.2 REFERENCES

- A. ASTM C 920 - Standard Specification for Elastomeric Joint Sealants.
- B. ASTM C 1250 - Standard Test Method for Nonvolatile Content of Cold Liquid-Applied Elastomeric Waterproofing Membranes.
- C. ASTM D 624 - Standard Test Method for Tear Strength of Conventional Vulcanized Rubber and Thermoplastic Elastomers
- D. ASTM D 1002 - Standard Test Method for Apparent Shear Strength of Single-Lap-Joint Adhesively Bonded Metal Specimens by Tension Loading (Metal-to-Metal).
- E. ASTM D 1370 - Standard Test Method for Contact Compatibility Between Asphaltic Materials (Oliensis Test).
- F. ASTM D 1475 - Standard Test Method For Density of Liquid Coatings, Inks, and Related Products.
- G. ASTM D 1863 - Standard Specification for Mineral Aggregate Used on Built-Up Roofs.
- H. ASTM D 1876 - Standard Test Method for Peel Resistance of Adhesives (T-Peel Test).
- I. ASTM D 2042 - Standard Test Method for Solubility of Asphalt Materials in Trichloroethylene.
- J. ASTM D 2196 - Standard Test Methods for Rheological Properties of Non-Newtonian Materials by Rotational (Brookfield type) Viscometer.
- K. ASTM D 2240 - Standard Test Method for Rubber Property-Durometer Hardness.
- L. ASTM D 2369 - Standard Test Method for Volatile Content of Coatings.
- M. SMACNA Architectural Sheet Metal Manual.

- N. ANSI/SPRI ES-1 - Testing and Certification Listing of Shop Fabricated Edge Metal
- O. National Roofing Contractors Association (NRCA) - Roofing and Waterproofing Manual.

1.3 SUBMITTALS

- A. Submit under provisions of Section 01300.
- B. Product Data: Manufacturer's data sheets on each product to be used, including:
 - 1. Preparation instructions and recommendations.
 - 2. Storage and handling requirements and recommendations.
 - 3. Installation methods.
- C. LEED Submittals: Provide documentation of how the requirements of Credit will be met:
 - 1. List of proposed materials with recycled content. Indicate post-consumer recycled content and pre-consumer recycled content for each product having recycled content.
 - 2. Product data and certification letter indicating percentages by weight of post-consumer and pre-consumer recycled content for products having recycled content.
 - 3. Product reflectivity and emissivity criteria to qualify for one point under the LEED credit category, Credit 7.2, Landscape & Exterior Design to Reduce Heat Island - Roof.
- D. Manufacturer's Certificates: Certify products meet or exceed specified requirements.
- E. Closeout Submittals: Provide manufacturer's maintenance instructions that include recommendations for periodic inspection and maintenance of all completed roofing work. Provide product warranty executed by the manufacturer. Assist Owner in preparation and submittal of roof installation acceptance certification as may be necessary in connection with fire and extended coverage insurance on roofing and associated work.

1.4 QUALITY ASSURANCE

- A. Perform Work in accordance with NRCA Roofing and Waterproofing Manual.
- B. Manufacturer Qualifications: Manufacturer: Company specializing in manufacturing products specified in this section with documented ISO 9001 certification and minimum twelve years and experience.
- C. Installer Qualifications: Company specializing in performing Work of this section with minimum five years documented experience and a certified Pre-Approved Garland Contractor.
- D. Installer's Field Supervision: Maintain a full-time Supervisor/Foreman on job site during all phases of roofing work while roofing work is in progress.
- E. Product Certification: Provide manufacturer's certification that materials are manufactured in the United States and conform to requirements specified herein, are chemically and physically compatible with each other, and are suitable for inclusion within the total roof system specified herein.
- F. Source Limitations: Obtain all components of roof system from a single manufacturer. Secondary products that are required shall be recommended and approved in writing by the roofing system Manufacturer. Upon request of the Architect or Owner, submit Manufacturer's written approval of secondary components in list form, signed by an authorized agent of the Manufacturer.

1.5 PRE-INSTALLATION CONFERENCE

- A. Convene a pre-roofing conference approximately two weeks before the scheduled commencement of roofing system installation and associated work.
- B. Require attendance of installers of deck or substrate construction to receive roofing, installers of rooftop units and other work in and around roofing which must precede or follow roofing work including mechanical work, Architect, Owner, roofing system manufacturer's representative.
- C. Objectives include:
 - 1. Review foreseeable methods and procedures related to roofing work, including set up and mobilization areas for stored material and work area.
 - 2. Tour representative areas of roofing substrates, inspect and discuss condition of substrate, roof drains, curbs, penetrations and other preparatory work.
 - 3. Review structural loading limitations of deck and inspect deck for loss of flatness and for required attachment.
 - 4. Review roofing system requirements, Drawings, Specifications and other Contract Documents.
 - 5. Review and finalize schedule related to roofing work and verify availability of materials, installer's personnel, equipment and facilities needed to make progress and avoid delays.
 - 6. Review required inspection, testing, certifying procedures.
 - 7. Review weather and forecast weather conditions and procedures for coping with unfavorable conditions, including the possibility of temporary roofing.
 - 8. Record conference including decisions and agreements reached. Furnish a copy of records to each party attending.

1.6 DELIVERY, STORAGE, AND HANDLING

- A. Deliver and store products in manufacturer's unopened packaging with labels intact until ready for installation.
- B. Store all roofing materials in a dry place, on pallets or raised platforms, out of direct exposure to the elements until time of application. Store materials at least 4 inches above ground level and covered with "breathable" tarpaulins.
- C. Stored in accordance with the instructions of the manufacturer prior to their application or installation. Store roll goods on end on a clean flat surface. No wet or damaged materials will be used in the application.
- D. Store at room temperature wherever possible, until immediately prior to installing the roll. During winter, store materials in a heated location with a 50-degree F (10 degree C) minimum temperature, removed only as needed for immediate use. Keep materials away from open flame or welding sparks.
- E. Avoid stockpiling of materials on roofs without first obtaining acceptance from the Architect/Engineer.
- F. Adhesive storage shall be between the range of above 50-degree F (10 degree C) and below 80-degree F (27 degree C). Area of storage shall be constructed for flammable storage.

1.7 PROJECT CONDITIONS

- A. Maintain environmental conditions (temperature, humidity, and ventilation) within limits recommended by manufacturers for optimum results. Do not install products under environmental conditions outside manufacturer's absolute limits.
- B. Weather Condition Limitations: Do not apply a roofing system during inclement weather or when a 40 percent chance of precipitation or greater is expected.
- C. Proceed with roofing work only when existing and forecasted weather conditions permit the work to be installed in accordance with manufacturer's recommendations and warranty requirements.
- D. Do not expose materials vulnerable to water or sun damage in quantities greater than can be weatherproofed during same day.
- E. When applying materials with spray equipment, take precautions to prevent over spray and/or solvents from damaging or defacing surrounding walls, building surfaces, vehicles or other property. Care should be taken to do the following:
 - 1. Close air intakes into the building.
 - 2. Have a dry chemical fire extinguisher available at the jobsite.
 - 3. Post and enforce "No Smoking" signs.
- F. Avoid inhaling spray mist; take precautions to ensure adequate ventilation.
- G. Protect completed roof sections from foot traffic for a period of at least 48 hours at 75 degrees F (24 degrees C) and 50 percent relative humidity or until fully cured.
- H. Take precautions to ensure that materials do not freeze.
- I. Minimum temperature for application is 40 degrees F (4 degrees C) and rising for solvent based materials and 50 degrees F (10 degrees C) and rising for water based.

1.8 WARRANTY

- A. Upon completion of the work, provide the Manufacturer's written and signed limited labor and materials Warranty, warranting that, if a leak develops in the roof during the term of this warranty, due either to defective material or defective workmanship by the installing contractor, the manufacturer shall provide the Owner, at the Manufacturer's expense, with the labor and material necessary to return the defective area to a watertight condition.
 - 1. Warranty Period:
 - a. 10 Years
- B. The installer is to guarantee all work against defects in materials and workmanship for a period indicated following final acceptance of the Work.
 - 1. Warranty Period:
 - a. 3 years from date of acceptance.

PART 2 PRODUCTS

2.1 MANUFACTURERS

- A. Acceptable Manufacturer: Garland Company, Inc. (The), which is located at: 3800 E. 91st St.; Cleveland, OH 44105; Toll Free Tel: 800-321-9336; Tel: 216-641-7500; Fax: 216-641-0633; Local Representative: Doug Clark, (925) 784-6701; Email: dclark@garlandind.com

- B. Materials to be furnished by Alameda USD through California Multiple Award System (CMAS).

2.2 ROOF RESTORATION SYSTEM FOR METAL SURFACE ROOFS

- A. Restoration Materials:
 - 1. Primer: Metal Roof Primer:
 - 2. Coating: Liquitac:
 - 3. Flashing: Replace Gutters & Downspouts
 - 4. Sealant: Tuff-Stuff MS White
 - 5. Penetration Seam Laps: Uni-Bond 6" Reinforcement Tape
 - 6. Surfacing: None

PART 3 EXECUTION

3.1 EXAMINATION

- A. Do not begin installation until substrates have been properly prepared.
- B. Verify that work penetrating the roof deck, or which may otherwise affect the roofing, has been properly completed.
- C. If substrate preparation is the responsibility of another installer, notify the Architect of unsatisfactory preparation before proceeding.

3.2 ROOF PREPARATION AND REPAIR

- A. General:
 - 1. Remove existing roof flashings from curbs and parapet walls down to the surface of the roof. Remove existing flashings at roof drains and roof penetrations.
 - 2. Remove all wet, deteriorated, or delaminated roofing materials to create a smooth, even surface for application of new liquid roof membranes.
 - 3. Existing roof surfaces should be primed as necessary and allowed to dry prior to installing the roofing system.
- B. Prepare surfaces using the methods recommended by the manufacturer for achieving the best result for the substrate under the project conditions.
- C. Remove all loose dirt and foreign debris from the roof surface. Do not damage the roof in cleaning process.
- D. Replace gutters with .040 Aluminum. Replace any loose metal roof neoprene washers and fasteners with one size larger than existing.
- E. Clean the entire roof surface by removing all dirt, algae, paint, oil, talc, rust or foreign substance. Use a 10 percent solution of TSP (tri-sodium phosphate), Simple Green and warm water. Scrub heavily soiled areas with a brush. Rinse with fresh water to remove all TSP solution. Allow the roof to dry thoroughly before continuing.
- F. Pre-Treatment of Known Growth - General Surfaces: Once areas of moss, mold, algae and other fungal growths or vegetation have been removed and surfaces have also been thoroughly cleaned, apply a biocide wash at a maximum spread rate of 0.2 gallons/square (0.08 liters/m), to guard against subsequent infection. Allow to dry onto absorbent surfaces before continuing with the application. On non-absorbent surfaces, allow them to react before thoroughly rinsing to remove all traces of the solution.

- G. Power washing of metal roof surfaces to remove all loose rust or scale is mandatory before application. Use a high-volume air broom or compressed air to remove residual dust rust perforations, etc. Deteriorated metal roof decks must be repaired or replaced prior to the application of the coating system.
- H. Apply Liquitec test kit to roof section for pull test adhesion approval.

3.3 INSTALLATION

- A. General Installation Requirements:
 - 1. Install in accordance with manufacturer's instructions. Apply to the minimum coating thickness required by the manufacturer.
 - 2. Cooperate with manufacturers, inspection and test agencies engaged or required to perform services in connection with installing the roof system.
 - 3. Insurance/Code Compliance: Where required by code, install and test the roofing system to comply with governing regulation and specified insurance requirements.
 - 4. Protect work from spillage of roofing materials and prevent materials from entering or clogging drains and conductors. Replace or restore work damaged by installation of the roofing system.
 - 5. All primers must be top coated within 24 hours of application. Re-prime If more time passes after priming.
 - 6. Keep roofing materials dry during application. Phased construction can be allowed as long as no, more than 7 days pass between coats excluding primers.
 - 7. Coordinate counter flashing, cap flashings, expansion joints and similar work with work specified in other Sections under Related Work.
 - 8. Coordinate roof accessories and miscellaneous sheet metal accessory items, including piping vents and other devices with work specified in other Sections under Related Work.
- B. Metal Surface Roof Restoration: Renovation work includes:
 - 1. Surface Preparation: Remove loose flaking rust, dust, dirt, debris, secure all gaped panels and replace all loose fasteners with next size larger.
 - a. Remove rust by the most rigorous method suitable for the particular project and as approved by Garland.
 - b. Replace any loose fasteners using oversize fasteners and new butyl washer.
 - c. Seal all fastener heads by applying a heavy dab of Tuff Stuff sealant to the tops and around of all fastener heads.
 - 2. Primer:
 - a. Immediately after rust has been removed, prime surfaces with Metal Roof Primer at 1/4 gallon per 100 SF.
 - 3. Reinforcement: Uni-Bond Tape at flashing seams.
 - a. Application of Liquitec on field seams, flashings and around penetrations
 - 1) Verify that the surface to be coated is properly prepared.
 - 2) Restore the surface to a suitable condition if the roof surface becomes contaminated with dirt, dust or other materials that will interfere with adhesion of the coatings.
 - 3) Apply materials at specified dry film thickness.
 - 4) Apply Liquitec base coat over all 6-inch-wide Uni Bond strips at all seams, flashings and around penetrations at 2.0 gallons per 100 SF.
 - 5) Use Uni-Bond Tape reinforcement when panels are gapped and cannot be cured tightly together.
 - 6) Allow to dry for a minimum of 24 hours before applying finish coats.
 - 7) On vertical surfaces to achieve proper application rate cut your application into two coats to avoid sagging and runs of coating.

4. Coating:
 - a. Material: Apply a base coat and topcoat in a uniform manner at 1.5 gallons per 100 SF over the entire roof surface. (3-gal total)
 - 1) Liquitex
 - b. Use special attention to coating flashings and other critical areas to build adequate membrane thickness.
 - c. Use multiple coats on verticals to prevent sagging.
 - d. Apply to Garland's minimum membrane thickness over the entire roof surface.

3.4 INSTALLATION EDGE TREATMENT AND ROOF PENETRATION FLASHING

- A. Fabricated Flashings: Fabricated flashings and trim are provided as specified in Section 07620.
 1. Fabricated flashings and trims shall conform to the detail requirements of SMACNA "Architectural Sheet Metal Manual" and/or the Copper Development Association "Copper in Architecture - Handbook" as applicable.
- B. Manufactured Roof Specialties: Manufactured copings, fascia, gravel stops, control joints, expansion joints, joint covers and related flashings and trim are provided as specified in Section 07710.
 1. Manufactured roof specialties shall conform to the detail requirements of SMACNA "Architectural Sheet Metal Manual" and/or the National Roofing Contractor's Association "Roofing and Waterproofing Manual" as applicable.

3.5 CLEANING

- A. Clean-up and remove daily from the site all wrappings, empty containers, paper, loose particles and other debris resulting from these operations.
- B. Remove asphalt markings from finished surfaces.
- C. Repair or replace defaced or disfigured finishes caused by Work of this section.

3.6 PROTECTION

- A. Provide traffic ways, erect barriers, fences, guards, rails, enclosures, chutes and the like to protect personnel, roofs and structures, vehicles and utilities.
- B. Protect exposed surfaces of finished walls with tarps to prevent damage.
- C. Plywood for traffic ways required for material movement over existing roofs shall be not less than 5/8 inch (16 mm) thick.
- D. In addition to the plywood listed above, an underlayment of a minimum 1/2 inch (13 mm) recover board is required on new roofing.
- E. Special permission shall be obtained from the Manufacturer before any traffic shall be permitted over new roofing.

3.7 FIELD QUALITY CONTROL

- A. Require attendance of roofing materials manufacturers' representatives at site during installation of the roofing system.
- B. Perform field inspection and [and testing] as required under provisions of Section 01410.
- C. Correct defects or irregularities discovered during field inspection.

3.8 FINAL INSPECTION

- A. At completion of roofing installation and associated work, meet with Contractor, Architect, installer, installer of associated work, roofing system manufacturer's representative and others directly concerned with performance of roofing system.
- B. Walk roof surface areas, inspect perimeter building edges as well as flashing roof penetrations, walls, curbs and other equipment. Identify all items requiring correction or completion and furnish copy of list to each party in attendance.
- C. If core cuts verify the presence of damp or wet materials, the installer shall be required to replace the damaged areas at his own expense.
- D. Repair or replace deteriorated or defective work found at the time above inspection as required to produce an installation that is free of damage and deterioration at time of Substantial Completion and according to warranty requirements.
- E. Architect upon completion of corrections.
- F. Following the final inspection, provide a written notice of acceptance of the installation from the roofing system manufacturer.

3.9 PROTECTION

- A. Protect installed products until completion of the project.
- B. Touch-up, repair or replace damaged products before Substantial Completion.

3.10 OWNER SUPPLIED MATERIALS

- A. The Owner will only supply the quantity listed in the owner supplied materials section of this specification below. All additional materials and accessories will be the full responsibility of the contractor to provide and install per the specification and project requirements.
- B. Any material or accessories required for the installation of the roof system in excess of the Owner provided material must be supplied by the Contractor and added into the bid cost proposal. It is up to the Contractor to determine the precise amount of material required for the completion of this project; and to provide excess material, as required. The cost to handle and fabricate flashing metal from the Owner provided flat stock is the contractor's responsibility and to be added into the bid cost proposal.
- C. All required flashings as required per each specification section for plumbing, electrical, gas, etc. will be the Contractors responsibility to provide and install as well as to be included in the bid cost.
- D. All materials not specifically included in the owner supplied materials section will be the responsibility of the contractor to provide and install in compliance with section 07550.
- E. Freight charges of owner supplied materials will be the responsibility of the Owner.
- F. Contractor must coordinate and take delivery of materials, count all materials and ensure it matches the list below, unload and properly locate materials at the job site, and properly protect, cover and store at jobsite.
- G. Contractor must be able to provide certification in writing from the roof system manufacturer that the contractor is approved to install the specified roof system and provide all warranty requirements

of section 07550.

H. Materials specifically provided by the Owner:

1. Lincoln Middle School – Portable Restroom Building

LiquidTec	8 Buckets
Uni-Bond (6-in, 300 L/ft per Roll)	15 Rolls
Tuff-Stuff MS Sealant	1 Case
Freight to the Jobsite	1 Each

2. Paden ES – Portable Classroom Buildings

LiquidTec	16 Buckets
Uni-Bond (6-in, 300 L/ft per Roll)	30 Rolls
Tuff-Stuff MS Sealant	2 Case
Freight to the Jobsite	1 Each

END OF SECTION

SECTION 07 61 00

SHEET METAL FLASHING AND TRIM

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Fabricated sheet metal items, including flashings, counterflashing, and other items indicated on drawings and as follows:
 - 1. Surface mounted counterflashing.
 - 2. Skirt flashing at curbs.
 - 3. "L" flashing and step flashing.
 - 4. Ladders.
 - 5. Hatches.
 - 6. Coping.

1.2 RELATED REQUIREMENTS

- A. Section 07 55 00 – Modified Bituminous Membrane Roofing

1.3 REFERENCE STANDARDS

- A. ASTM A 653/A 653M - Standard Specification for Steel Sheet, Zinc-Coated (Galvanized) or Zinc-Iron Alloy-Coated (Galvannealed) by the Hot-Dip Process.
- B. ASTM A 666 - Standard Specification for Annealed or Cold-Worked Austenitic Stainless-Steel Sheet, Strip, Plate, and Flat Bar.
- C. ASTM A792 Steel Sheet, Aluminum-Zinc Alloy-Coated, by the Hot-Dip Process
- D. ASTM B 32 - Standard Specification for Solder Metal.
- E. ASTM B486 Paste Solder
- F. ASTM B 749 - Standard Specification for Lead and Lead Alloy Strip, Sheet, and Plate Products.
- G. ASTM D 226 - Standard Specification for Asphalt-Saturated Organic Felt Used in Roofing and Waterproofing.
- H. ASTM D 2178 - Standard Specification for Asphalt Glass Felt Used in Roofing and Waterproofing.
- I. ASTM D 4586 - Standard Specification for Asphalt Roof Cement, Asbestos-Free.
- J. FS QQ-L-201 Specification for Lead Sheet
- K. SMACNA (ASMM) - Architectural Sheet Metal Manual; Sheet Metal and Air Conditioning Contractors' National Association.

1.4 SUBMITTALS

- A. Shop Drawings: Indicate material profile, jointing pattern, jointing details, fastening methods, flashings, terminations, and installation details.
 - 1. For manufactured and shop fabricated gravel stops, fascia, scuppers, and all other sheet metal fabrications.

2. Indicate type, gauge and finish of metal.
- B. Product data: Provide manufacturer's specification data sheets for each product:
1. Metal material characteristics and installation recommendations.
 2. Submit color chart prior to material ordering and/or fabrication so that equivalent colors to those specific can be approved.
- C. Manufacturer's installation instructions for reglets.
- D. Samples: Submit two samples 8x10 inch in size illustrating metal finish color.
1. Submit two samples, 12 x 12 inches in size illustrating typical external corner, internal corner, and valley, junction to vertical dissimilar surface, material and finish.
- E. Certification:
1. Submit roof manufacturer's certifications that metal fasteners furnished are acceptable to roof manufacturers.
 2. Submit roof manufacturer's certification that metal furnished is acceptable to roofing manufacturer as a component of roofing system and is eligible for roof manufacturer's system warranty.
 3. Submit certification that metal and fastening system furnished is Tested and Approved by Factory Mutual for 1-90 Wind Up-Lift Requirements.
- F. Provide letters of approval from metal manufacturers for use of their metal within this particular roofing system type.
- G. Proof of fabricator and installer qualifications.
- H. ANSI-SPRI ES-1 test results for all coping and edge metal.

1.5 QUALITY ASSURANCE

- A. Perform work in accordance with SMACNA Architectural Sheet Metal Manual requirements, except as otherwise indicated.
1. Factory Mutual Loss Prevention Data Sheet 1-49 windstorm resistance: 1-90.
- B. Manufacturers' Warranty: Pre-finished metal material shall require a written 20-year non-prorated warranty covering fade, chalking and film integrity. The material shall not show a color change greater than 5 NBS color units per ASTM D-2244 or chalking excess of 8 units per ASTM D-659. If occurs material shall be replaced per warranty, at no cost to the Owner.
- C. Contractor's Warranty: The Contractor shall provide the Owner with a notarized written warranty assuring that all sheet metal work, including caulking and fasteners, is to be water-tight and secure for a period of five years from the date of final acceptance of the building. The warranty shall include all materials and workmanship required to repair any leaks that develop and make good any damage to other work or equipment caused by such leaks or the repairs thereof.

1.6 DELIVERY, STORAGE, AND HANDLING

- A. Deliver materials in manufacturer's original, unopened containers or packages with labels intact and legible.
- B. Stack material to prevent twisting, bending, and abrasion, and to provide ventilation. Slope metal sheets to ensure drainage.
- C. Prevent contact with materials that could cause discoloration or staining.

PART 2 PRODUCTS

2.1 SHEET MATERIALS

- A. Aluminum, ASTM B209, alloy 3105-H14, in thickness.040" nom.

2.2 ACCESSORIES

- A. Fasteners:
 - 1. Corrosion resistant screw fastener as recommended by metal manufacturer. Finish all exposed fasteners the same as flashing metal.
 - 2. Fastening shall conform to Factory Mutual 1-90 requirements or as stated on section details, whichever is more stringent.
- B. Plastic Cement: ASTM D 4586, Type I.

2.3 FABRICATION - GENERAL

- A. Fabricate in accordance with referenced standards. Form sections true to shape, accurate in size, square, and free from distortion or defects. Form pieces as recommended by SMACNA standard for conditions required.
 - 1. Provide reinforcements and supports as required for secure anchorage.
 - 2. Make joints rigid. Seams mechanically strong and soldered or sealed to make watertight
 - 3. Fabricate corners in one piece with legs extending 30-inches each way to field joint. Lap, rivet, and solder or seal corner seams watertight.
 - 4. Turn up "end dam" flanges at ends of opening sill flashing pieces, lap with wall flashing and membranes to shed water.
 - 5. Fabricate cleats of the same material as sheet, minimum 3/4 inches wide, interlockable with sheet.
 - 6. Hem exposed edges on underside 1/2 inch; miter and seam corners.
 - 7. Solvent cleans all sheet metal. Coat surfaces to be in contact with roofing or otherwise concealed with specified asphaltic paint; 0.015-inch minimum uniform thickness.
- B. Form pieces in longest possible lengths.
- C. Hem exposed edges on underside 1/2 inch; miter and seam corners.
- D. Form material with flat lock seams, except where otherwise indicated. At moving joints, use sealed lapped, bayonet-type or interlocking hooked seams.
- E. Fabricate corners from one piece with minimum 18-inch-long legs; seam for rigidity, seal with sealant.
- F. Fabricate vertical faces with bottom edge formed outward 1/4 inch (6 mm) and hemmed to form drip.

2.4 EDGE METAL SYSTEM AND METAL COPING SYSTEM

- A. R-Mer Drip Edge and R-Mer Coping system by The Garland Company or approved equal.
 - 1. ANSI SPRI ES-1 tested and certified.

2.5 ROOF-RELATED SHEET METAL AND FLASHINGS

- A. Roof-Related Sheet Metal and Flashings: As indicated, as specified in related sections, as required by roofing material manufacturers and referenced standards. Coordinate work of this section with

related sections. Provide complete systems without conflict or omission.

2.6 LADDERS, DRAINS AND HATCHES

- A. Hatch: Bilco or approved equal.
 - 1. Type S, all aluminum construction.
- B. Roof Drains:
 - 1. Zurn, Z-100 or equal.
- C. Ladder: Alaco Ladder
 - 1. Fixed ladders of all aluminum construction

PART 3 EXECUTION

3.1 EXAMINATION

- A. Verify roof openings, curbs, pipes, sleeves, ducts, and vents through roof are solidly set, reglets in place, and nailing strips located.
- B. Verify roofing termination and base flashings are in place, sealed, and secure.
- C. Beginning of installation means acceptance of existing conditions.
- D. Field measure site conditions prior to fabricating work.

3.2 PREPARATION

- A. Install starter and edge strips, and cleats before starting installation.
- B. Back paint concealed metal surfaces with protective backing paint to a minimum dry film thickness of 15 mil.

3.3 INSTALLATION

- A. Install work watertight, without waves, warps, buckles, fastening stress, or distortion, allowing for expansion and contraction. Conform to referenced standards. Make metal joints watertight.
- B. Fastening of metal to walls and wood blocking shall comply with SMACNA Architectural Sheet Metal Manual, Factory Mutual 1-90 wind uplift specifications and/or manufacturer's recommendations whichever is of the highest standard.
- C. All accessories or other items essential to the completeness of sheet metal installation and watertight envelope of the building, whether specifically indicated or not, shall be provided.
- D. Reglets: Install in accordance with manufacturer's installation instructions.
- E. Metal fascia and copings shall be secured to wood nailers at the bottom edge with a continuous cleat. Cleats shall be at least one gauge heavier than the metal it secures.
- F. Install Sheet Membrane Waterproofing at closure flanges, under metal copings, caps and platforms; fully adhered, free of voids, blisters and buckling; roll as soon as practical following layout. Minimize exposure time to that period recommended by the manufacturer.
- G. Flashing: Joints at 10-foot maximum spacing and at 2-1/2-feet from corners. Butt joints with 3/16-inch space centered over matching 8-inch long backing plate with sealer tape in laps.

- H. Flanged flashings and roof accessories: Set on continuous sealer tape. Nail flanges through sealer tape and at 3-inch maximum spacing.
- I. Isolate metal from dissimilar metal with 2 coats of specified asphaltic paint, sealer tape or other approved coating, specifically made to stop electrolytic action. Use only stainless-steel fasteners to connect isolated dissimilar metals.
- J. Joints, fastenings, reinforcements and supports: Sized and located as required to preclude distortion or displacement due to thermal expansion and contraction. Conceal fastenings wherever possible.
- K. Secure flashings in place using concealed fasteners. Use exposed fasteners only where permitted.
- L. Flexible Flashing Installation:
 1. Prime substrates, as recommended by flexible flashing manufacturers, allow them to dry.
 2. Install flexible flashings at maximum feasible lengths to minimize lap joints.
 3. Peel release paper from roll to expose rubberized asphalt and position flashing to center over joint location before applying. Move along opening or joint, being careful to put flashing as evenly as possible over the opening. Avoid fish-mouths.
 4. Press flashing firmly into place with heavy hand pressure. Ensure continuous and intimate contact with substrates.
 5. If wrinkles develop, carefully cut out affected area and replace as outlined above.
- M. Apply plastic cement compound between metal flashings and felt flashings.
- N. Fit flashings tight in place. Make corners square, surfaces true and straight in planes, and lines accurate to profiles.
- O. Seal prefinished metal joints watertight.
- P. Solder other metal joints for full metal surface contact. After soldering, wash the metal clean with neutralizing solution and rinse with water.
- Q. Connect downspouts and rainwater leaders to storm sewer system. Seal connection watertight.
- R. Install hatches and ladders per manufacturer's recommendations.
- S. Install roof drains per manufacturer's recommendations.

3.4 FIELD QUALITY CONTROL

- A. Inspection will involve surveillance of work during installation to ascertain compliance with specified requirements.
- B. Tolerances
 1. Exposed surfaces: Free of dents, scratches, abrasions, or other visible defects; clean, ready for painting.
 2. Set flashings and sheet metal to straight, true lines with exposed faces aligned in plane as indicated.

3.5 SHOP FABRICATED SHEET METAL

- A. Installing Contractor shall be responsible for determining if the sheet metal systems are in general conformance with roof manufacturer's recommendations.
- B. Metal work shall be shop fabricated to configurations and forms in accordance with recognized

sheet metal practices.

- C. Hem exposed edges.
- D. Angle bottom edges of exposed vertical surfaces to form drip.
- E. All corners for sheet metal shall be lapped with adjoining pieces fastened and set in sealant.
- F. Joints for gravel stop fascia system, cap flashing, and surface-mount counterflashing shall be formed with a 1/4" opening between sections. The opening shall be covered by a cover plate or backed by an internal drainage plate formed to the profile of fascia piece. The cover plate shall be embedded in mastic, fastened through the opening between the sections and loose locked to the drip edges.
- G. Install sheet metal to comply with Architectural Sheet Metal manual, Sheet Metal and Air Conditioning Contractor's National Associations, Inc.

END OF SECTION

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bid Award for Invitation to Bid (ITB) #025-077-03 District Office Roof Restoration

Item Type: Action

Background: In alignment with Board Policy and Administrative Regulation 3311 for compliance with Public Contract Code 20111, AUSD published an Invitation To Bid (ITB) #025-077-03 for the District Office Roof Restoration on February 3, 2025.

A mandatory bid conference and job-walk was conducted on February 19, 2025. Eight (8) organizations submitted their bids by the deadline of 3:00 p.m. on March 7, 2025. The public opening of sealed bids occurred at the District Office on March 10, 2025 at 8:30 a.m., and the apparent low bidder was State Roofing Systems, Inc.

Staff recommends that the Board award the bid to State Roofing Systems, Inc., tonight. The contract for services will be presented to the Board for approval at a future meeting.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Various Funding Sources: Low Bid \$334,760.00.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
▣ IBD 025-077-03	3/17/2025	Backup Material

Alameda Unified School District

PROJECT MANUAL

INVITATION TO BID

025-077-03

District Office Roof Restoration

2060 Challenger Drive, Alameda CA 94501

DOCUMENT 00 01 10

TABLE OF CONTENTS - CONTRACT DOCUMENTS

PROCUREMENT AND CONTRACTING REQUIREMENTS

Division 00	Section	Title
	00 01 01	Title Page
	00 01 10	Table of Contents (This Document)
	00 11 16	Notice to Bidders / Invitation to Bid
	00 21 13	Instructions to Bidders
	00 31 19	Existing Information and Documentation Regarding Project Site (<u>NOT part of the Contract Documents</u>)
	00 32 00	Prequalification Questionnaire for Prospective Bidder (<u>NOT part of the Contract Documents</u>)(Submit to mtirona@alamedaunified.org on February 28, 2025, by 2:00pm)

<i>DOCUMENTS THAT BIDDER MUST SUBMIT AS PART OF ITS BID</i>		
	00 41 13	Bid Form
	00 43 13	Bid Bond (Security)
	00 43 36	Designated Subcontractors List
	00 43 40	Non-collusion Declaration
	00 43 50	Iran Contracting Act Certification

	00 45 00	Notice of Award
	00 45 10	Agreement
	00 45 40	Certifications to be Completed by Contractor
	00 45 55	Disabled Veteran's Business Enterprise Participation Certification
	00 45 85	Criminal Background Investigation/Fingerprinting Certification
	00 54 55	Escrow Agreement for Security Deposits in Lieu of Retention
	00 61 14	Performance Bond
	00 61 15	Payment Bond (Contractor's Labor and Material Bond)
	00 65 10	Notice to Proceed
	00 65 36	Warranty and Guarantee Form
	00 70 00	General Conditions
	00 01 10	Addenda – Project Manual (All addenda issued by District become part of the Contract).

GENERAL REQUIREMENTS

	01 64 00	Owner Furnished Products
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SPECIFICATIONS & DRAWINGS

	07 56 30	Fluid Applied Roof Restoration
	07 61 00	Sheet Metal Flashing and Trim
	Exhibit A	Project Drawings

END OF SECTION

DOCUMENT 00 11 16

NOTICE TO BIDDERS / INVITATION TO BID

1. Notice is hereby given that the governing board ("Board") of the **Alameda Unified School District** ("District") will receive sealed bids for the following project:

District Office Roof Restoration

2. Sealed Bids will be received until 3:00pm, Friday, March 7, 2025, at the District Office, located at

2060 Challenger Drive, Alameda, California 94501

at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code. Any bid that is submitted after this time shall be non-responsive and returned to the bidder.

3. The Project consists of:

Project consists of all labor, equipment, materials, and supervision for roof restoration repairs at the Neil Tam Education Center ("District Office") for Alameda Unified School District, as indicated in contract documents, located in Alameda, CA.

4. All bids shall be on the form provided by the district. Each bid must conform and be responsive to all pertinent Contract Documents, including, but not limited to, the Instructions to Bidders.
5. To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses:

B – General Engineering
C39 – Roofing

The Bidder's license(s) must be active and in good standing at the time of the bid opening and must remain so throughout the term of the Contract.

6. As security for its Bid, each bidder shall provide with its Bid form.
 - a bid bond issued by an admitted surety insurer on the form provided by the District,
 - cash, or
 - a cashier's check or a certified check, drawn to the order of the **Alameda Unified School District**, in the amount of ten percent (10%) of the total bid price. This bid security shall be a guarantee that the Bidder shall, within seven (7) calendar days after the date of the Notice of Award, enter a contract with the District for the performance of the services as stipulated in the bid.
7. The successful Bidder shall be required to furnish a 100% Performance Bond and a 100% Payment Bond if it is awarded the contract for the Project.
8. The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.
9. The successful Bidder and its subcontractors shall pay all workers on the Project not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are on file with the District and are

available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html. Bidders and Bidders' subcontractors shall comply with the registration and qualification requirements pursuant to sections 1725.5 and 1771.1 of the California Labor Code.

10. A mandatory pre-bid conference and site visit will be held on February 19, 2025 at 9:00 AM at the Neil Tam Education Center, 2060 Challenger Drive, Alameda, CA 94501. All participants are required to sign-in at the Administration Office. The Site Visit is expected to take approximately 1 hour. Failure to attend or tardiness will render bid ineligible.
11. Documents are available on February 3, 2025, for review at the District Office and electronically on the Alameda USD Website at the location below:

<https://www.alamedaunified.org/departments/fiscal-services>

12. The District's Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.
13. Proposed timeline:

The following is the anticipated Proposal and engagement schedule. Alameda USD may change the estimated dates and process as deemed necessary.

First Notice to Bidders Publishing	Monday, February 3, 2025
Second Notice to Bidders Publishing	Monday, February 10, 2025
Mandatory pre-bid job-walk	Wednesday, February 19, 2025 @ 9:00 AM
Last Day to Submit Questions and Seek Clarifications; Please send questions to: mtirona@alamedaunified.org	Monday, February 24, 2025, by 2:00pm
Answers posted to District website	Tuesday, February 25, 2025
Prequalification Questionnaire for Prospective Bidder Due (Submitted electronically to mtirona@alamedaunified.org)	Friday, February 28, 2025, by 2:00pm
BID Proposals Due	Friday, March 7, 2025, by 3:00pm
Notice of Intent to Award	Monday, March 10, 2025
Protest Period Ends	Monday, March 17, 2025
Board Approval	Tuesday, March 25, 2025
Project Start Date	Friday, June 6, 2025
Project Completion Date	Friday, August 8, 2025

END OF DOCUMENT

DOCUMENT 00 21 13

INSTRUCTIONS TO BIDDERS

Bidders shall follow the instructions in this document, and shall submit all documents, forms, and information required for consideration of a Bid.

Alameda Unified School District ("District") will evaluate information submitted by the apparent low Bidder and, if incomplete or unsatisfactory to District, Bidder's bid may be rejected at the sole discretion of District.

1. **Project.** Bids are requested for a general construction contract, or work described in general, for the following project:

District Office Roof Restoration

Site	Address
Neil Tam Education Center	2060 Challenger Drive, Alameda CA 94501

2. **Sealed Bids.** The district will receive sealed Bids from Bidders as indicated in the Invitation to Bid and each Bidder shall ensure that its Bid:
 - a. Is sealed and marked with the name and address of the Bidder, the Project name and number, the bid number and bid package (if applicable), and the date for opening bids.
 - b. Contains all documents as required herein; and
 - c. Is submitted by date and time shown in the Invitation to Bid.
3. **Bid Opening.** Bids will be opened at or after the time indicated for receipt of bids.
4. **Complete Bids.** Bidders must supply all information required by each Bid Document. Bids must be full and complete. District reserves the right in its sole discretion to reject any Bid as non-responsive as a result of any error or omission in the Bid. Each Bidder must complete and submit all of the following documents as its Bid:
 - Bid Form
 - Bid Bond or other security
 - Designated Subcontractors List
 - Non collusion Declaration
 - Iran Contracting Act Certification
 - a. **Bid Form.** Bidders must submit Bids on the Bid Form and all other required District forms. Bids not submitted on the District's required forms shall be deemed non-responsive and shall not be considered. Additional sheets required to fully respond to requested information are permissible. Bidders shall not modify the Bid Form or qualify their Bids. Bidders shall not submit scanned, re-typed, word-processed, or otherwise recreated versions of the Bid Form or other District-provided documents.
 - b. **Bid Bond or Other Security.** Bidders must submit their Bid Form with cash, a cashier's check or a certified check payable to District, or a bid bond by an admitted surety insurer of not less than ten percent (10%) of their base Bid amount, including all additive alternates. Required form of corporate surety, Bid Bond, is provided by District and must be used and fully completed by Bidders choosing to provide a Bid Bond as security. The Surety on Bidders' Bid Bond must be an insurer admitted in the State of California and authorized to issue surety bonds in the State of California. Bids submitted without necessary bid security will be deemed non-responsive and will not be considered.
 - c. **Designated Subcontractors List.** Bidders must submit with the Bid the Designated Subcontractors List for

those subcontractors who will perform any portion of Work, including labor, rendering of service, or specially fabricating and installing a portion of the Work or improvement according to detailed drawings contained in the plans and specifications, in excess of one half of one percent (0.5%) of total Bid. Failure to fully complete and submit this list when required by law shall result in Bid being deemed non-responsive and the Bid will not be considered.

- d. **Non-Collusion Declaration.** Bidders shall submit the Non-Collusion Declaration with their Bids. Bids submitted without the Non-Collusion Declaration shall be deemed non-responsive and will not be considered.
 - e. **Iran Contracting Act Certification.** Bidders shall submit the Iran Contracting Act Certification with their Bids. Bids submitted without the Iran Contracting Act Certification shall be deemed non-responsive and will not be considered.
5. **Erasures.** Bids shall be clearly written without erasure or deletions. District reserves the right to reject any Bid containing erasures or deletions.
 6. **Words / Numerals.** Discrepancies between written words and figures, or words and numerals, will be resolved in favor of written words.
 7. **Prevailing Wages.** Pursuant to sections 1770 et seq. of the California Labor Code, Bidder and all Subcontractors under the Bidder shall pay all workers on all work performed pursuant to the Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the State of California Department of Industrial Relations (DIR) for the type of work performed and the locality in which the work is to be performed within the boundaries of the District. Copies of the general prevailing rates of per diem wages for each craft, classification, or type of worker needed to execute the Contract, as determined by the DIR are on file with the District and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html.
 8. **Contractor Registration.** Bidder shall ensure that it and its Subcontractors comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5. Bidder and its subcontractors shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Contract.
 9. **DVBE.** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction and/or modernization of school building(s) to have a participation goal for disabled veteran business enterprises (“DVBE”) of at least three percent (3%) per year of the overall dollar amount expended on projects that receive state funding. For any project that is at least partially state-funded, the low Bidder must submit certification of compliance with the procedures for implementation of DVBE contracting goals with its signed Agreement. DVBE Certification Participation Forms are attached. Bidders should not submit these forms with their Bids.
 10. **Bidder Diligence.** Submission of Bid signifies careful examination of the Contract Documents and a complete understanding of the nature, extent, and location of Work to be performed. Bidders must complete the tasks listed below as a condition to bidding, and submission of Bid shall constitute the Bidder's express representation to District that Bidder has fully completed the following:
 - a. Bidder has visited the Project Site, if required, and has examined thoroughly and understood the nature and extent of the Contract Documents, Work, Site, locality, actual conditions, as-built conditions, and all local conditions and federal, state and local laws, and regulations that in any manner may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of the means, methods, techniques, sequences, or procedures of construction to be employed by Bidder and safety precautions and programs incident thereto;

- b. Bidder has conducted or obtained and has understood all examinations, investigations, explorations, tests, reports, and studies that pertain to the subsurface conditions, as-built conditions, underground facilities, and all other physical conditions at or contiguous to the Site or otherwise that may affect the cost, progress, performance, or furnishing of Work, as Bidder considers necessary for the performance or furnishing of Work at the Contract Price, within the Contract Time, and in accordance with the other terms and conditions of Contract Documents, including specifically the provisions of the General Conditions; and no additional examinations, investigations, explorations, tests, reports, studies, or similar information or data are or will be required by Bidder for such purposes;
- c. Bidder has correlated its knowledge and the results of all such observations, examinations, investigations, explorations, tests, reports, and studies with the terms and conditions of the Contract Documents;
- d. Bidder has given the District prompt written notice of all conflicts, errors, ambiguities, or discrepancies that it has discovered in or among the Contract Documents and the actual conditions, and the written resolution thereof by the District is acceptable to Bidder;
- e. Bidder has made a complete disclosure in writing to the District of all facts bearing upon any possible interest, direct or indirect, that Bidder believes any representative of the District or other officer or employee of the District presently has or will have in this Contract or in the performance thereof or in any portion of the profits thereof;
- f. Bidder must, prior to bidding, perform the work, investigations, research, and analysis required by the Instructions to Bidders and that Bidder represented in its Bid Form and the Agreement that it performed prior to bidding. Bidder is charged with all information and knowledge that a reasonable bidder would ascertain from having performed this required work, investigation, research, and analysis. Bid prices must include entire cost of all work "incidental" to completion of the Work.
- g. **Conditions Shown on the Contract Documents:** Information as to underground conditions, as-built conditions, or other conditions or obstructions, indicated in the Contract Documents, e.g., on Drawings or in Specifications, has been obtained with reasonable care, and has been recorded in good faith. However, District only warrants, and Bidder may only rely, on the accuracy of limited types of information.
 - (1) As to above-ground conditions or as-built conditions shown or indicated in the Contract Documents, there is no warranty, express or implied, or any representation express or implied, that such information is correctly shown or indicated. This information is verifiable by independent investigation and Bidder is required to make such verification as a condition to bidding. In submitting its Bid, Bidder shall rely on the results of its own independent investigation. In submitting its Bid, Bidder shall not rely on District-supplied information regarding above-ground conditions or as-built conditions.
 - (2) As to any subsurface condition shown or indicated in the Contract Documents, Bidder may rely only upon the general accuracy of actual reported depths, actual reported character of materials, actual reported soil types, actual reported water conditions, or actual obstructions shown or indicated. District is not responsible for the completeness of such information for bidding or construction; nor is District responsible in any way for any conclusions or opinions of Bidder drawn from such information; nor is District responsible for subsurface conditions that are not specifically shown (for example, District is not responsible for soil conditions in areas contiguous to areas where a subsurface condition is shown).
- h. **Conditions Shown in Reports and Drawings Supplied for Informational Purposes:** Reference is made to the document entitled Existing Information and Documentation Regarding Project Site, for identification of:

- (1) Subsurface Conditions: Those reports of explorations and tests of subsurface conditions at or contiguous to the Project Site that have been utilized by Architect in preparing the Contract Documents; and
 - (2) Physical Conditions: Those drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Project Site that has been utilized by Architect in preparing the Contract Documents.
 - (3) These reports and drawings are **not** Contract Documents and, except for any “technical” data regarding subsurface conditions specifically identified in Existing Information and Documentation Regarding Project Site, and underground facilities data, Bidder may not in any manner rely on the information in these reports and drawings. Subject to the foregoing, Bidder must make its own independent investigation of all conditions affecting the Work and must not rely on information provided by District.
11. **As-Builts.** Bidders may examine any available “As-Built” drawings of previous work by giving District reasonable advance notice. District will not be responsible for accuracy of “as-built” drawings. The document entitled Existing Information and Documentation Regarding Project Site applies to all supplied “as-built” drawings.
12. **Questions.** All questions about the meaning or intent of the Contract Documents are to be directed in writing to the District. Interpretations or clarifications considered necessary by the District in response to such questions will be issued in writing by Addenda faxed, mailed, or delivered to all parties recorded by the District as having received the Contract Documents. Questions received less than **SEVEN (7)** calendar days prior to the date for opening Bids may not be answered. Only questions answered by formal written Addenda will be binding. Oral and other interpretations or clarifications will be without legal effect.
13. **Addenda.** Addenda may also be issued to modify parts of the Contract Documents as deemed advisable by the District. Bidder must acknowledge each Addendum in its Bid Form by number or its Bid may be considered non-responsive. Each Addenda shall be part of the Contract Documents. A complete listing of Addenda may be obtained from the District.
14. **Substitution for Specified Items.** Bids shall be based on products and systems specified in Contract Documents or listed by name in Addenda. All requests must comply with the requirements specified in the Special Conditions, the Specifications and the following:
- a. **Request for Substitution Prior to Bid.**
 - (1) District must receive any request for substitution a minimum of **FOURTEEN (14)** calendar days prior to the date of bid opening.
 - (2) The District’s denial of a substitution request prior to the date of bid opening shall be conclusive, requiring Bidders to list only approved items. The District is not responsible and/or liable in any way for a Bidder’s damages and/or claims related, in any way, to that Bidder’s basing its bid on any requested substitution that the District has not approved. Bidder’s Bid shall be deemed non-responsive if it identifies a product or manufacturer of a non-approved substitution.
 - (3) Approved substitutions shall be listed in Addenda.
 - (4) District reserves the right not to act upon submittals of substitutions until after the date of bid opening.
 - b. **Request for Substitution after Bid Award.** Substitutions may be requested after Contract has been awarded only if indicated in and in accordance with requirements specified in the Special Conditions.

- c. **Information with Request.** Requests for substitutions shall contain sufficient information to assess acceptability of the product or system and impact to Project, including, without limitation, the requirements specified in the Special Conditions and the Specifications. Insufficient information shall be grounds for rejection of substitution.

15. **Alternates.** The Contract may include alternates. Alternates are defined as alternate products, materials, equipment, systems, methods, or major elements of the construction, that may, at the District's option and under terms established in the Contract and pursuant to section 20103.8 of the Public Contract Code, be selected for the Work. The District shall award the Contract, if it awards it at all, to the lowest responsive responsible bidder based on the criteria as indicated in the Invitation to Bid.

16. **Notice of Award.** The Bidder awarded the Contract shall execute and submit the following documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit these documents entitles District to, among other remedies, make a claim against Bidder's Bid Bond or deposit Bidder's cash, cashier's check, or certified check. The proceeds thereof may be retained by District as liquidated damages, in District's sole discretion.
 - a. Agreement: To be executed by successful Bidder. Submit four (4) copies, each bearing an original signature.
 - b. Performance Bond (100%): On the form provided in the Contract Documents and fully executed as indicated on the form.
 - c. Payment Bond (100%) (Contractor's Labor and Material Bond): On the form provided in the Contract Documents and fully executed as indicated on the form.
 - d. Insurance Certificates and Endorsements as required.
 - e. Certifications to be Completed by Contractor

17. **Notice to Proceed.** District may issue a Notice to Proceed within **THREE (3)** months from the date of the Notice of Award. Upon receipt of the Notice to Proceed, Contractor shall complete the Work within the period of time indicated in the Contract Documents. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation or additional time when the Notice to Proceed is issued within the 3-month period.
 - a. The District may postpone issuing the Notice to Proceed beyond the 3-month period, upon reasonable notice to Contractor.
 - b. It is further expressly understood by Contractor that Contractor shall not be entitled to any claim of additional compensation as a result of the postponement of the issuance of the Notice to Proceed beyond the 3-month period. If the Contractor believes that a postponement of issuance of the Notice to Proceed will cause a hardship to Contractor, the Contractor may terminate the Contract. Contractor's termination due to a postponement beyond the 3-month period shall be by written notice to District within **SEVEN (7)** calendar days after receipt by Contractor of District's notice of postponement.
 - c. It is further understood by Contractor that in the event Contractor terminates the Contract as a result of postponement by the District, District shall only be obligated to pay Contractor for the Work that Contractor had performed at the time of notification of postponement and which the District had in writing authorized Contractor to perform prior to issuing a Notice to Proceed.
 - d. Should Contractor terminate the Contract as a result of a notice of postponement, District shall have the authority to award the Contract to the next lowest responsive responsible bidder.

18. **Bid Protests.** Any bid protest by any Bidder regarding any other bid on this Project must be submitted in writing to the **Purchasing Department** at the District, before 2:00PM, March 17, 2025. The Purchasing Department will take steps to resolve the bid protest and, if that is not successful, the Business Services /Purchasing Department will refer the bid protest to the Superintendent or his/her designee that is a deputy superintendent and/or a chief officer. These steps are mandatory prior to any bid protest or award of a contract without a resolved bid protest being brought to the District's governing board for consideration.
- a. The protest must contain a complete statement of any and all bases for the protest.
 - b. The protest must refer to the specific portions of all documents that form the bases for the protest, including the specific portion(s) of the bid(s) that the Bidder is protesting.
 - c. The protest must include the name, address and telephone number of the person representing the protesting party.
 - d. The party filing the protest must concurrently transmit a copy of the protest and any attached documentation to all other parties with a direct financial interest that may be adversely affected by the outcome of the protest. Such parties shall include all other bidders or proposers who appear to have a reasonable prospect of receiving an award depending upon the outcome of the protest.
 - e. The procedure and time limits set forth in this paragraph are mandatory and are each bidder's sole and exclusive remedy in the event of bid protest. Failure to comply with these procedures shall constitute a waiver of any right to further pursue the bid protest, including filing a Government Code Claim or legal proceedings.
19. **Rejection of Bids.** District reserves the right to reject any or all bids, including without limitation the right to reject any or all nonconforming, non-responsive, unbalanced, or conditional bids, to re-bid, and to reject the bid of any bidder if District believes that it would not be in the best interest of the District to make an award to that bidder, whether because the bid is not responsive or the bidder is unqualified or of doubtful financial ability or fails to meet any other pertinent standard or criteria established by District. District also reserves the right to waive inconsequential deviations not involving price, time, or changes in the Work. For purposes of this paragraph, an "unbalanced bid" is one having nominal prices for work item(s) that represent substantive work and/or overly enhanced prices for nominal work item(s).
20. **Bidder Responsibility.** Prior to the award of Contract, District reserves the right to consider the responsibility of the Bidder. District may conduct investigations as District deems necessary to assist in the evaluation of any bid and to establish the responsibility, including, without limitation, qualifications and financial ability of Bidders, proposed subcontractors, suppliers, and other persons and organizations to perform and furnish the Work in accordance with the Contract Documents to District's satisfaction within the prescribed time.

END OF DOCUMENT

DOCUMENT 00 31 19

EXISTING INFORMATION AND DOCUMENTATION REGARDING PROJECT SITE

1. Summary

This document describes existing conditions at or near the Project and use of information available regarding existing conditions. This document is **not** part of the Contract Documents. See General Conditions for definition(s) of terms used herein. Contractor is required to request from the District a copy of any reports that it believes are necessary to perform Contractor's Work in a safe, efficient, and workman-like manner.

2. Reports and Information on Existing Conditions

- a. Documents providing a general description of the Site and conditions of the Work may have been collected by District, its consultants, contractors, and tenants. These documents may include previous contracts, contract specifications, tenant improvement contracts, as-built drawings, utility drawings, and information regarding underground facilities.
- b. Information regarding existing conditions may be inspected at the District offices or the Construction Manager's offices, if any, and copies may be obtained at cost of reproduction and handling upon Bidder's agreement to pay for such copies. These reports, documents, and other information are **not** part of the Contract Documents.
- c. Information regarding existing conditions may also be included in the Project Manual but shall **not** be considered part of the Contract Documents.

3. Use of Information

- a. Information regarding existing conditions was obtained only for use of District and its consultants, contractors, and tenants for planning and design and is **not** part of the Contract Documents.
- b. District does not warrant, and makes no representation regarding, the accuracy or thoroughness of any information regarding existing conditions. Bidder represents and agrees that in submitting a bid it is not relying on any information regarding existing conditions supplied by District.
- c. Under no circumstances shall District be deemed to warrant or represent existing above-ground conditions, as-built conditions, or other actual conditions, verifiable by independent investigation. These conditions are verifiable by Contractor by the performance of its own independent investigation that Contractor must perform as a condition to bidding, and Contractor should not and shall not rely on this information or any other information supplied by District regarding existing conditions.
- d. Any information shown or indicated in the reports and other data supplied herein with respect to existing underground facilities at or contiguous to the Project may be based upon information and data furnished to District by the District's employees and/or consultants or builders of such underground facilities or others. District does not assume responsibility for the completeness of this information, and Bidder is solely responsible for any interpretation or conclusion drawn from this information.
- e. District shall be responsible only for the general accuracy of information regarding underground facilities, and only for those underground facilities that are owned by District, and only where Bidder has conducted the independent investigation required of it pursuant to the Instructions to Bidders, and discrepancies are not apparent.

4. Limited Reliance on Certain Information

- a. Reference is made herein for identification of:
 - (1) Reports of explorations and tests of subsurface conditions at or contiguous to the Site that have been utilized by District in preparation of the Contract Documents.
 - (2) Drawings of physical conditions in or relating to existing subsurface structures (except underground facilities) that are at or contiguous to the Site and have been utilized by District in preparation of the Contract Documents.
- b. Bidder may rely upon the general accuracy of the “technical data” contained in the reports and drawings identified above, but only insofar as it relates to subsurface conditions, provided Bidder has conducted the independent investigation required pursuant to Instructions to Bidders, and discrepancies are not apparent. The term “technical data” in the referenced reports and drawings shall be limited as follows:
 - (1) The term “technical data” shall include actual reported depths, reported quantities, reported soil types, reported soil conditions, and reported material, equipment or structures that were encountered during subsurface exploration. The term “technical data” does not include, and Bidder may not rely upon, any other data, interpretations, opinions or information shown or indicated in such drawings or reports that otherwise relate to subsurface conditions or described structures.
 - (2) The term “technical data” shall not include the location of underground facilities.
 - (3) Bidder may not rely on the completeness of reports and drawings for the purposes of bidding or construction. Bidder may rely upon the general accuracy of the “technical data” contained in such reports or drawings.
 - (4) Bidder is solely responsible for any interpretation or conclusion drawn from any “technical data” or any other data, interpretations, opinions, or information provided in the identified reports and drawings.

5. Investigations/Site Examinations

- a. Before submitting a Bid, each Bidder is responsible for conducting or obtaining any additional or supplementary examinations, investigations, explorations, tests, studies, and data concerning conditions (surface, subsurface, and underground facilities) at or contiguous to the Site or otherwise, that may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of the means, methods, techniques, sequences, or procedures of construction to be employed by Bidder and safety precautions and programs incident thereto or that Bidder deems necessary to determine its Bid for performing and furnishing the Work in accordance with the time, price, and other terms and conditions of Contract Documents.
- b. On request, District will provide each Bidder access to the Site to conduct such examinations, investigations, explorations, tests, and studies, as each Bidder deems necessary for submission of a Bid. Bidders must fill all holes and clean up and restore the Site to its former condition upon completion of its explorations, investigations, tests, and studies. Such investigations and Site examinations may be performed during any and all Site visits indicated in the Invitation to Bid and only under the provisions of the Contract Documents, including, but not limited to, proof of insurance and obligation to indemnify against claims arising from such work, and District’s prior approval.

END OF DOCUMENT

DOCUMENT 00 32 00

PREQUALIFICATION QUESTIONNAIRE FOR PROSPECTIVE BIDDERS

The **Alameda Unified School District** (“District”) has determined that contractors on future projects (“Contractor(s)” or “Firm(s)”) must be prequalified prior to submitting a bid or proposal on a project. This form must be completed by:

- A Contractor with a, General B or C-39 license(s) that intends to bid as a **General Contractor** (prime contractor) directly to the district.
- A Contractor with a C-39 license(s) that intends to bid as a **First-Tier subcontractor** to a general contractor (prime contractor) that is bidding directly to the district.

Form Submission. Contractors must complete this District form and **submit electronically** as indicated below; no other prequalification documents submitted by a Contractor will meet the District’s requirements. All Contractors shall submit completed questionnaires and financial statements as follows:

Location	Date
Email: mtirona@alamedaunified.org Alameda Unified School District 2060 Challenger Drive Alameda CA 94501 Attn: Marilou Tirona	Friday, February 28, 2025, by 2:00pm General (prime) Contractors & First-tier subcontractors

Contractor List. The District will make available a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors to all prequalified Contractors at least five (5) Business Days prior to the date for submission of any response to a District bid or other solicitation covered by this prequalification.

References. The District reserves the right to contact any representative at Contractor’s previous projects to gather information about the Contractor and/or to base the District’s prequalification determination on a scoring of Contractor’s references’ responses to questions.

Updates. Contractors who are prequalified must update their prequalification questionnaire if or when Contractor’s status or information changes. The District reserves the right to adjust, suspend, or rescind the prequalification rating of any Contractor based on subsequently learned information.

Non-responsiveness. A Contractor’s prequalification questionnaire shall be deemed nonresponsive if, without limitation, the Contractor’s prequalification questionnaire is not returned on time, does not provide all requested information, is not signed under penalty of perjury by an individual who has the authority to bind the Contractor, is not updated as required or is misleading or inaccurate in any material manner (e.g., financial resources are overstated; previous violations of law are not accurately reported).

Rejection/Waiver/Request. The District reserves the right, in its sole discretion, to reject any or all prequalification questionnaires, to waive irregularities in any prequalification questionnaire or to request further information or documentation from any Contractor.

Public Records. Although the names of Contractors seeking prequalification may be public information, pursuant to, without limitation, Public Contract Code sections 20111.5(a) and 20111.6 (b), each Contractor’s questionnaire and financial statements “shall not be public records and shall not be open to public inspection.” However, the contents of Contractor’s prequalification questionnaires and financial statements may be disclosed to third parties for purposes of clarification or investigation of material allegations or in any appeal process.

Appeal. A Contractor may appeal the District's decision. If a Contractor decides to appeal the District's prequalification decision, it must follow the following procedure:

1. Contractor shall submit, in writing, within **FIVE (5)** Business Days from District's determination, a request for a written response from the District to explain the District's determination.
2. Within five (5) Business Days from receipt of the District's written response to the Contractor's request, Contractor may submit, in writing, a request for a meeting with the District's staff. Contractor may submit with the request any and all information that it believes supports a finding that District's determination should be changed.
3. District staff shall hold a meeting with the Contractor. If the Contractor continues to contest the District's determination after that meeting with District staff, then the Contractor may address the Board at the next public noticed meeting of the District's governing board, pursuant to the governing board's procedures for public comment. **TO PRESERVE THE CONTRACTOR'S RIGHT TO CHALLENGE THE DISTRICT'S DETERMINATION, THE CONTRACTOR SHALL ADDRESS THE BOARD AT THE NEXT PUBLIC NOTICED MEETING OF THE BOARD AFTER CONTRACTOR'S MEETING WITH DISTRICT STAFF.**
4. **FAILURE OF A CONTRACTOR TO TIMELY FOLLOW ALL APPEAL STEPS SHALL BE A WAIVER OF THE CONTRACTOR'S RIGHT TO APPEAL THE DISTRICT'S DECISION.**

CONTRACTOR (OR "FIRM") INFORMATION		
Contractor's company name:		
Address:		
Telephone:		
Mobile telephone:		
E-mail:		
Years in business under current company name:		
Years at the above address:		
Types of work performed with own forces:		
Gross revenue of the Firm for the past three (3) years:		
\$	\$	\$
Submit an audited or reviewed financial statement for the past two (2) full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.		
Name of license holder exactly as on file with the California State License Board:		
License classification(s):		
License Number(s):		
License expiration date(s):		
Department of Industrial Relations registration number (Per Labor Code section 1725.5):		
Number of years license holder has held the listed license(s):		
Number of years Contractor has done business in California under contractor's license law:		
Number of years Contractor has done business in California under current Contractor's license:		
Has your Firm changed name(s) or license number(s) in the past five (5) years? (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Has there been any change in ownership of the Firm at any time in the past five (5) years? NOTE: A corporation whose shares are publicly traded is not required to answer this question. (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Is the Firm a subsidiary, parent, holding company, or affiliate of another construction firm? NOTE: Include information about other firms if one firm owns ten percent (10%) or more of another, or if an owner, partner, or officer of your Firm holds a similar position in another firm. (Y / N). If "yes", explain on a separate signed sheet, the name of the related company(ies) and the percent ownership.		
Indicate the form of Contractor's firm (type of business entity):		
_____ Individual	_____ Sole Proprietorship	
_____ Partnership	_____ Limited Partnership	
_____ Limited Liability Company	_____ Joint Venture	
_____ Corporation, State: _____		
_____ Other: _____		

List the following for each corporation officer, general partner, limited partner, owner, etc. (as applicable) for the Contractor's type of entity. For joint ventures, include this information for each entity in the joint venture and the percent ownership of each joint venture. Attach all additional information on separate signed sheets as needed.

Name	Position	Years with Co.	% Ownership

Identify every construction firm, contractor and/or construction management firm that the Contractor or any person listed above has been associated with (as officer, general partner, limited partner, owner, RMO, RME etc.) at any time during the **past five (5) years** ("Associated Firm"). Include all additional references and/or information on separate signed sheets.

NOTE: For this question, "owner" and "partner" refers to ownership of ten percent (10%) or more of the business, or ten percent (10%) or more of its stock if the business is a corporation. include all additional information on separate signed sheets as needed.

Name of Person at Associated Firm	Name of Associated Firm	Contractor's License No. of Associated Firm	Dates of Person's Participation with Associated Firm

CONTRACTOR'S BONDING COMPANY (SURETY) INFORMATION		
Name(s) of bonding company(ies) your Firm has utilized over the past five (5) years (not broker or agency):		
Address(es) of those bonding company(ies):		
Number of years Contractor has been with those bonding company/surety:		
Name of broker/agent:		
Address of broker/agent:		
Telephone number of broker/agent:		
E-mail of broker/agent:		
Contractor's total current bonding capacity: \$		

CONTRACTOR'S INSURANCE INFORMATION		
Name of insurance company(ies) your Firm has utilized over the past five (5) years (not broker or agency):		
Address of those insurance company(ies):		
"Best" rating(s) for those insurance company(ies):		
Number of years Contractor has been with those insurance company(ies):		
Name of broker/agent:		
Address of broker/agent:		
Telephone number of broker/agent:		
E-mail of broker/agent:		
Contractor's current insurance limits for the following types of coverage:		
Commercial General Liability	Each occurrence	\$
	General aggregate	\$
Product Liability & Completed Operations	Each occurrence	\$
	General aggregate	\$
Automobile Liability – Any Auto	Combined Single Limit (per occurrence)	\$
Employers' Liability		\$
Builder's Risk (Course of Construction)		
Workers' Compensation Experience Modification Rate for the past five (5) premium years:		
(1) Current year:	(2)	(3)
	(4)	(5)

QUESTIONS

Pass/Fail Questions (Essential Criteria)		CIRCLE ONE	
1a.	GENERAL CONTRACTORS ONLY: Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> Three (3) California K-12 public school district construction projects, Each with a value of at least \$750,000, and All within the past five (5) years? (Please circle one) <p>NOTE: You must list these projects in the "Contractor Project References" Section.</p>	YES	NO
		NO = cannot prequalify	
1b.	FIRST-TIER SUBCONTRACTORS ONLY: Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> Two (2) California K-12 public school district construction projects, Each with a value of at least \$750,000, and All within the past five (5) years? (Please circle one). <p>NOTE: You must list these projects in the "Contractor Project References" Section.</p>	YES	NO
		NO = cannot prequalify	
2.	Does your Firm currently hold all contractors' license(s) necessary to perform the work and have those license(s) been consistently active for at least five (5) years without revocation or suspension? (Please circle one).	YES	NO
		NO = cannot prequalify	
3.	Has your Firm or an Associated Firm been found non-responsible, debarred, disqualified, forbidden, or otherwise prohibited from performing work and/or bidding on work for any public agency within California within the past five (5) years? (Please circle one).	YES	NO
		YES = cannot prequalify	
4.	Has your Firm or an Associated Firm defaulted on a contract or been terminated for cause by any public agency on any project within California within the past five (5) years and, if so and if challenged, has that default or termination been upheld by a court or an arbitrator? (Please circle one).	YES	NO
		YES = cannot prequalify	
5.	Has your Firm or an Associated Firm or any of their owners or officers been convicted of a crime under federal, state, or local law involving: <ol style="list-style-type: none"> (1) Bidding for, awarding of, or performance of a contract with a public entity. (2) Making a false claim(s) to any public entity; or (3) Fraud, theft, or other act of dishonesty to any contracting party within the past ten (10) years? (Please circle one). 	YES	NO
		YES = cannot prequalify	
6.	Has a performance bond surety for your Firm or a performance bond surety for an Associated Firm had to: <ol style="list-style-type: none"> (1) Takeover or complete a project, (2) Supervise the work of a project, or (3) Pay amounts to third parties to satisfy claims against your performance bond related to construction activities of your Firm or an Associated Firm within the past five (5) years? (Please circle one). 	YES	NO
		YES = cannot prequalify	
<div style="display: flex; align-items: center; justify-content: center;">  <p> If you answered: "NO" to questions 1a, 1b, or 2 or "YES" to questions 3-6, then STOP. You are not eligible for prequalification at this time. </p> </div>			

Scored Questions		CIRCLE ONE	
1.	<p>Has your Firm paid liquidated damages pursuant to a contract for a project with either a public or private owner within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), damages(s), and date(s).</p>	YES	NO
2.	<p>Has your Firm paid a premium of more than one percent (1%) for a performance and payment bond on any project(s) within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), the premium amount(s), and date(s).</p>	YES	NO
3.	<p>Has any insurer had to pay amounts to third parties that were in any way related to construction activities of your Firm within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), the amount(s) paid, and date(s).</p>	YES	NO
4.	<p>Has your Firm's Workers' Compensation Experience Modification Rate exceeded 1.0 at any time for the past five (5) premium years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the EMR(s) and the applicable date(s).</p>	YES	NO
5.	<p>Has there been a period when your Firm had employees but was without workers' compensation insurance or state-approved self-insurance within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the reason(s) for not having this insurance and the applicable date(s).</p>	YES	NO
6.	<p>Has your Firm declared bankruptcy or been placed in receivership within the past five (5) years? (Please circle one).</p> <p>If YES, explain and indicate on separate signed sheet(s) the type of bankruptcy, the Firm's current recovery plan, and the applicable date(s).</p>	YES	NO
7.	<p>Has your Firm been denied bond coverage by a surety company, or has there been a period of time when your Firm had no surety bond in place during a public construction project when one was required within the past five (5) years? (Please circle one).</p> <p>If YES, provide details on a separate signed sheet indicating the date(s) when your Firm was denied coverage and the name of the company or companies which denied coverage; and the period(s) during which you had no surety bond in place.</p>	YES	NO
8.	<p>Has a project owner, general contractor, architect, or construction manager filed claim(s) in an amount exceeding \$50,000 against your Firm, or has your Firm filed claim(s) in an amount exceeding \$50,000 against a project owner, general contractor, architect, or construction manager in the past five (5) years?</p> <p>If YES, explain and indicate on separate signed sheet(s) the project name(s), claim(s) and the date(s) of claim(s).</p>	YES	NO

9.	<p>Has your Firm or an Associated Firm been cited and/or assessed any penalties for non-compliance with state and/or federal laws and/or regulations, including public bidding requirements and Labor Code violations, within the past five (5) years?</p> <p>If “YES,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation(s) and/or assessment(s).</p>	YES	NO
10.	<p>Has your Firm been cited and/or assessed penalties by the Environmental Protection Agency, any air quality management district, any regional water quality control board, or any other environmental agency within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation.</p>	YES	NO
11.	<p>Has CAL OSHA and/or federal Occupational Safety and Health Administration cited and assessed penalties against your Firm, including any “serious,” “willful” or “repeat” violations of safety or health regulations within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation. If the citation was appealed and a decision has been issued, state the case number and the date of the decision.</p>	YES	NO
12.	<p>Has your Firm been required to pay either back wages or penalties for its failure to comply with California’s prevailing wage laws, with California’s apprenticeship laws or regulations, or with federal Davis-Bacon prevailing wage laws within the past five (5) years?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), the nature of the violation(s), the name and owner of the project(s), the number of employees who were initially underpaid and the amount of back wages and penalties that your Firm was required to pay.</p>	YES	NO
13.	<p>Does your Firm require weekly documented safety meetings to be held for construction employees and field supervisors during the course of a project?</p>	YES	NO
14.	<p>Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your Firm for use on any public work project for which you are awarded a contract by the District.</p>		

CONTRACTOR PROJECT REFERENCES

List **ALL** projects in which your Firm has participated as a contractor or first-tier subcontractor during the past **four (4) years** with a Firm contract value of more than **\$500,000**.

- You may limit your response to the thirty (30) most-recently completed projects, but you **must** include at least the three (3) most recent California K-12 public school projects with a contract value of more than \$500,000 performed by your Firm.
- Include all information indicated below on separate signed sheets as necessary, and explain or clarify any response as necessary

Project Name/Identification:

Project address/location:

Project owner, contact person, and telephone:

Project architect name and telephone number:

If contractor was a subcontractor on the project, name of general contractor and telephone number:

Scope of Work:

Original completion date:

Date completed:

Initial contract value (as of time of bid award):

Final contract value:

Did the project include constructing or modernizing an earthquake resistant building?

CERTIFICATION

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

Date: _____

Proper Name of Contractor: _____

Signature: _____

By: _____ (Print Name)

Title: _____

DOCUMENT 00 41 13

BID FORM

To: Governing Board of **Alameda Unified School District** ("District")

From: _____
(Proper Name of Bidder)

1. **Total Bid.** The undersigned declares that the Contract Documents including, without limitation, the Invitation to Bid, the Instructions to Bidders, and the Special Conditions have been read, and agrees and proposes to furnish all necessary labor, materials, and equipment to perform and furnish all work in accordance with the terms and conditions of the Contract Documents, including, without limitation, the Drawings and Specifications for the following project:

District Office Roof Restoration

and will accept in full payment for that Work the following total lump sum amount, all taxes included:

Dollars	\$	
Bid Item No. 1 for <u>All scope items per specifications and drawings.</u>		
Twenty Thousand	Dollars	\$ 20,000.00
Allowance for <u>unforeseen damaged roof deck, flashings, or other roof accessories not captured in the specifications and drawings as approved by AUSD.</u>		
	Dollars	\$
TOTAL BASE BID		
NOTE: IF THERE ARE ALLOWANCES IDENTIFIED IN THIS BID FORM, DO NOT INCLUDE ANY ALLOWANCE(S) AMOUNTS IN THESE BID AMOUNTS.		

2. **Contract Review.** The undersigned has reviewed the Work outlined in the Contract Documents and fully understands the scope of Work required in this bid, understands the construction and project management function(s) is described in the Contract Documents, and that each Bidder who is awarded a contract shall be in fact a prime contractor, not a subcontractor, to the District, and agrees that its bid, if accepted by the District, will be the basis for the Bidder to enter into a contract with the District in accordance with the intent of the Contract Documents.
3. **Requests for Clarification.** The undersigned has notified the District in writing of any discrepancies or omissions or of any doubt, questions, or ambiguities about the meaning of any of the Contract Documents, and has contacted the Construction Manager before bid date to verify the issuance of any clarifying Addenda.
4. **Contract Time.** The undersigned agrees to commence work under this Contract on the date established in the Contract Documents and to complete all work within the time specified in the Contract Documents.

5. **Contractual Provisions.** The undersigned hereby acknowledges and agrees to be bound by following provisions and all provisions in the Contract Documents:

- The liquidated damages clause of the General Conditions and Agreement.
- The "Changes in the Work" provisions in the General Conditions that limit the permitted charges and mark-ups on change orders and on the amount of home office overhead that the successful bidder can receive from the District.
- The "Claims" provisions in the General Conditions that delineate the required process to submit and process disputes and claims.

6. **Bid Open for 90 Days.** It is understood that the District reserves the right to reject this bid and that the bid shall remain open to acceptance and is irrevocable for a period of ninety (90) days.

7. **Attachments.** The following documents are attached hereto:

- The Bid Bond on the District's form or other security
- The Designated Subcontractors List
- The Non Collusion Declaration
- Iran Contracting Act Certification

8. **Addenda Acknowledgement.** Receipt and acceptance of the following addenda is hereby acknowledged:

No.____, Dated _____	No.____, Dated _____
No.____, Dated _____	No.____, Dated _____
No.____, Dated _____	No.____, Dated _____
<input type="checkbox"/> Or check here if no addenda were issued.	

9. **Bidder's License.**

- Bidder acknowledges that the license required for performance of the Work is as stated in the Invitation to Bid.
- Bidder certifies that it is, at the time of bidding, and shall be throughout the period of the contract, licensed by the State of California to do the type of work required under the terms of the Contract

Documents. Bidder further certifies that it is regularly engaged in the general class and type of work called for in the Contract Documents.

10. **Labor Harmony.** The undersigned hereby certifies that Bidder is able to furnish labor that can work in harmony with all other elements of labor employed or to be employed on the Work.
11. **DIR Registration.** Bidder shall ensure that it and its Subcontractors comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5.
12. **General Acknowledgement.** The Bidder represents that it is competent, knowledgeable, and has special skills with respect to the nature, extent, and inherent conditions of the Work to be performed. Bidder further acknowledges that there are certain peculiar and inherent conditions existent in the construction of the Work that may create, during the Work, unusual or peculiar, unsafe conditions hazardous to persons and property. Bidder expressly acknowledges that it is aware of such peculiar risks and that it has the skill and experience to foresee and to adopt protective measures to adequately and safely perform the Work with respect to such hazards.
13. **False Claims Act.** Bidder expressly acknowledges that it is aware that if a false claim is knowingly submitted (as the terms "claim" and "knowingly" are defined in the California False Claims Act, Cal. Gov. Code, §12650 et seq.), the District will be entitled to civil remedies set forth in the California False Claim Act. It may also be considered fraud and the Contractor may be subject to criminal prosecution.

Furthermore, Bidder hereby certifies to the District that all representations, certifications, and statements made by Bidder, as set forth in this bid form, are true and correct and are made under penalty of perjury.

Dated this _____ day of _____, 20 _____

Signature _____

Signed by (Print Name) _____

Title of Person Signing _____

Name of Bidder _____

Type of Organization _____

Address of Bidder _____

Taxpayer's Identification No. of Bidder _____

Telephone Number _____

Fax Number _____

E-mail _____ Web page _____

Bidder's DIR Registration No.: No.: _____

Contractor's License No(s): No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

If Bidder is a corporation, provide the following:

Name of Corporation: _____

President: _____

Secretary: _____

Treasurer: _____

Manager: _____

END OF DOCUMENT

DOCUMENT 00 43 13

BID BOND (SECURITY)

**(Note: If Bidder is providing a bid bond as its bid security,
Bidder must use this form, NOT a surety company form.)**

KNOW ALL PERSONS BY THESE PRESENTS:

That the undersigned, _____ as Principal ("Principal"),

and _____ as Surety ("Surety"),

a corporation organized and existing under and by virtue of the laws of the State of _____

and authorized to do business as a surety in the State of California, are held and firmly bound unto the

Alameda Unified School District ("District")

of _____ County, State of California as Obligee, in the sum of

_____ (\$ _____)

lawful money of the United States of America, for the payment of which sum well and truly to be made, we, and each of us, bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that whereas the Principal has submitted a bid to the District for all Work specifically described in the accompanying bid;

NOW, THEREFORE, if the Principal is awarded the Contract and, within the time and manner required under the Contract Documents, after the prescribed forms are presented to Principal for signature, enters into a written contract, in the prescribed form in accordance with the bid, and files two bonds, one guaranteeing faithful performance and the other guaranteeing payment for labor and materials as required by law, and meets all other conditions to the contract between the Principal and the Obligee becoming effective, or if the Principal shall fully reimburse and save harmless the Obligee from any damage sustained by the Obligee through failure of the Principal to enter into the written contract and to file the required performance and labor and material bonds, and to meet all other conditions to the Contract between the Principal and the Obligee becoming effective, then this obligation shall be null and void; otherwise, it shall be and remain in full force and effect. The full payment of the sum stated above shall be due immediately if Principal fails to execute the Contract within seven (7) days of the date of the District's Notice of Award to Principal.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work to be performed thereunder, or the specifications accompanying the same, shall in any way affect its obligation under this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work, or to the specifications.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including a reasonable attorneys' fee to be fixed by the Court.

If the District awards the bid, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

Principal

By

Surety

By

Name of California Agent of Surety

Address of California Agent of Surety

Telephone Number of California Agent of Surety

Bidder must attach Power of Attorney and Certificate of Authority for Surety and a Notarial Acknowledgment for all Surety's signatures. The California Department of Insurance must authorize the Surety to be an admitted Surety Insurer.

END OF DOCUMENT

DOCUMENT 00 43 36

DESIGNATED SUBCONTRACTORS LIST

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

District Office Roof Restoration

1. **Listed.** Bidder must list hereinafter the name and location of each subcontractor who will be employed, and the scope of Work that each will perform if the Contract is awarded to the Bidder. Bidder acknowledges and agrees that under Public Contract Code section 4100, et seq., it must clearly identify the name and location of each subcontractor who will perform work or labor or render service to the Bidder in or about the construction of the Work in an amount in excess of one-half of one percent (1/2 of 1%) of Bidder's total Bid.
2. **Same Scope.** In case more than one subcontractor is named for the same scope of Work, state the portion that each will perform.
3. **No Vendors or Suppliers.** Bidder need not list entities that are only vendors or suppliers of materials.
4. **Not Listed.** As to any Work that Bidder fails to list that is in excess of one-half of one percent (1/2 of 1%) of Bidder's total Bid, Bidder agrees to perform that portion itself or be subjected to penalty under applicable law.
5. **Alternate Work.** If alternate bids are called for and Bidder intends to use Subcontractors different from or in addition to those Subcontractors listed for work under the base Bid, Bidder must list Subcontractors that will perform Work in an amount in excess of one half of one percent (1/2 of 1%) of Bidder's total Bid, including alternates.
6. **DVBEs.** Bidder must indicate which, if any, of these subcontractors are disabled veteran business enterprises (DVBE) and the estimated percentage of the Work those subcontractor(s) will perform.
7. **CSLB Number.** Bidder must provide the Contactor State License Board number ("CSLB No.") for all listed subcontractors.
8. **DIR Number.** Bidder must provide the Department of Industrial Relations registration number ("DIR No.") for all listed subcontractors.
9. **THE DISTRICT WILL PERMIT EACH BIDDER TO SUBMIT EACH LISTED SUBCONTRACTOR'S CSLB NO. AND THE DIR NO. NO LATER THAN TWENTY-FOUR (24) HOURS AFTER BID OPENING.**
10. **Additional Sheets.** If further space is required for the list of proposed subcontractors, additional sheets showing the required information, as indicated below, shall be attached hereto and made a part of this document.

I certify and declare under penalty of perjury under the laws of the State of California that all the information listed on the following page(s) is complete, true, and correct.

Date: _____

Proper Name of Bidder: _____

Signature: _____

Print Name: _____

Title: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____

If DVBE, Percent of Work: _____ % CSLB No.: _____ DIR No.: _____

END OF DOCUMENT

DOCUMENT 00 43 40

NONCOLLUSION DECLARATION
Public Contract Code § 7106

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

The undersigned declares:

I am the _____ **[PRINT YOUR TITLE]**

of _____ **[PRINT FIRM NAME],**

the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on the following date:

Date: _____

Proper Name of Bidder: _____

City, State: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 43 50

IRAN CONTRACTING ACT CERTIFICATION (Public Contract Code § 2204)

District Office Roof Restoration

Pursuant to Public Contract Code (PCC) section 2204, an Iran Contracting Act certification is required for solicitations of goods or services of one million dollars (\$1,000,000) or more.

Bidder shall complete **ONLY ONE** of the following three paragraphs.

1. Bidder's Total Base Bid is less than one million dollars (\$1,000,000).

OR

2. Bidder's Total Base Bid is one million dollars (\$1,000,000) or more, but Bidder is **not** on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code § 2203(b), and Bidder is not a financial institution extending twenty million dollars (\$20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

OR

3. Bidder's Total Base Bid is one million dollars (\$1,000,000) or more, but the District has given prior written permission to Bidder to submit a proposal pursuant to PCC 2203(c) or (d). **A copy of the written permission from the District is included with Bid.**

I certify that I am duly authorized to legally bind the Bidder to this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: _____

Proper Name of Bidder: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 00

NOTICE OF AWARD

Dated: _____, 2025

To: _____
("Contractor")

(Address)

From: Governing Board ("Board") of **Alameda Unified School District** ("District")

Re: **District Office Roof Restoration**

Contractor was awarded the Contract on _____, 2025, by the authority by the Alameda Unified School District Board.

The Contract Price is _____ Dollars (\$ _____), and includes alternates _____.

Three (3) copies of each of the Contract Documents (except Drawings) accompany the Notice of Award. Three (3) sets of the Drawings will be delivered separately or otherwise made available. Additional copies are available at cost of reproduction.

Contractor must comply with the following conditions precedent within **SEVEN (7)** calendar days of the date of this Notice of Award.

Contractor shall execute and submit the following Contract Documents by 5:00 p.m. of the **SEVENTH (7TH)** calendar day following the date of the Notice of Award. Failure to properly and timely submit the following Contract Documents entitles District to foreclose on Contractor's bid bond and award the contract to the next responsive, responsible bidder.

- a. Agreement: Submit four (4) copies, each bearing an original signature. **If Contractor is a corporation, Contractor must attach a certified copy of the corporation's by-laws, or the resolution of the Board of Directors of the corporation, authorizing the signatory to execute the Agreement and the bonds required by the Contract Documents.**
- b. Escrow of Bid Documentation: Include all required documentation. Refer to the Escrow of Bid Documentation document for details.
- c. Performance Bond (100%): Fully executed form provided in the Contract Documents.
- d. Payment Bond (100%) (Contractor's Labor and Material Bond): Fully executed form provided in the Contract Documents.
- e. Insurance Certificates and Endorsements as required.
- f. Certifications to be Completed by Contractor.
- g. Disabled Veterans' Business Enterprise Participation Certification.

h. Criminal Background Investigation/Fingerprinting Certification.

Failure to comply with these conditions within the time specified will entitle District to consider Contractor's bid abandoned, to annul the Notice of Award, and to declare Contractor's Bid Security forfeited, as well as any other rights the District may have against Contractor.

District will return to Contractor one fully signed counterpart of the Agreement.

Alameda Unified School District

SIGNATURE: _____

NAME: _____

TITLE: _____

END OF DOCUMENT

DOCUMENT 00 45 10

AGREEMENT

This agreement is made and entered into on _____, 2025, by and between the **Alameda Unified School District** ("District") and _____ ("Contractor") ("Agreement"). The District and the Contractor agree as follows:

1. **The Work:** Contractor shall furnish all tools, equipment, apparatus, facilities, labor, and material necessary to perform and complete in a good and workmanlike manner, the work of the following project:

District Office Roof Restoration

The Work shall be performed and completed as required in the Contract Documents as defined in the General Conditions including, without limitation, the Drawings and Specifications, under the direction and supervision of, and subject to, the approval of the District or its authorized representative.

2. **The Contract Documents:**

- a. The complete Contract consists of all Contract Documents as defined in the General Conditions and incorporated herein by this reference. All obligations of the District and Contractor are fully set forth and described in the Contract Documents. The Contract Documents are intended to cooperate so that Work called for in one and not mentioned in the other or vice versa is to be performed the same as if mentioned in all Contract Documents.
- b. **Interpretation of Contract Documents/Order of Precedence:** Questions concerning the intent, precedence, or meaning of the Contract Documents, including the Drawings or Specifications, shall be submitted to the District for interpretation. Inconsistencies in the Contract Documents shall be resolved by giving precedence in the following order:
- (i) District-approved modifications, beginning with the most recent (if any);
 - (ii) Agreement;
 - (iii) Special Conditions (if any);
 - (iv) Supplemental Conditions (if any);
 - (v) General Conditions;
 - (vi) Remaining Division 0 documents (Documents beginning with "00");
 - (vii) Division 1 Documents (Documents beginning with "01");
 - (viii) Division 2 (Existing Conditions)
 - (ix) Division 7 (Technical Specifications);
 - (x) Small-scale drawings.

In case of conflict, the greater quantity and/or higher standard of workmanship shall apply unless the District expressly in writing (e.g., via a Change Order) accepts a lesser quantity or lower quality of workmanship and the Contract Price is adjusted accordingly. The decision of the District in the matter shall be final.

3. **Integration / Modification.** The Contract Documents and any documents specifically incorporated by reference are completely integrated as the complete and exclusive statement of the terms of the Agreement. This Agreement supersedes all previous contracts, agreements, and / or communications, both oral and written, and constitutes the entire understanding of the District and Contractor. No extrinsic evidence whatsoever shall be admissible or used to explain or supplement the terms of the Contract, Contract Documents, or any items incorporated by reference. No changes, amendments or alterations shall be effective unless in writing, signed by both Parties, and unless provided otherwise by the Contract Documents.

4. **Time for Completion:** It is hereby understood and agreed that the Contractor shall complete the Work by **August 8, 2025**. The District shall not approve an early completion schedule by Contractor. A schedule showing the Work completed in less than the Contract Time indicated in the Contract, shall be considered to have Project Float

5. **Completion-Extension of Time:** If Contractor fails to complete the Work within the Contract Time, due allowance being made for the contingencies provided for herein, Contractor shall become liable to District for all loss and damage that District may suffer on account thereof. Contractor shall coordinate its Work with the work of all other contractors. The District shall not be liable for delays resulting from Contractor's failure to coordinate its Work with other contractors in a manner that allows for timely completion of Contractor's Work. Contractor shall be liable for delays to other contractors caused by Contractor's failure to coordinate its Work with the work of other contractors.

6. **Contract Price:** In consideration of the foregoing covenants, promises, and agreements, Contractor offers, in the amounts stated below, to perform the Work according to the Contract Documents. District covenants promises, and agrees that it will pay and cause to be paid to Contractor in full, and as the Contract Price the following amount(s):

	Dollars	(\$)
<hr/>				
(Base Contract Amount)				
Twenty Thousand	Dollars	(\$	20,000.00)
<hr/>				
<i>(Allowance) (For damaged roof decking, failed flashings, or other miscellaneous roof accessories)</i>				
<hr style="border-top: 3px double #000;"/>				
	Dollars	(\$)
<hr/>				
("Contract Price")				

THE ABOVE ALLOWANCES ARE WITHIN THE CONTRACT PRICE ONLY TO THE EXTENT CONTRACTOR HAS PERFORMED WORK ENCOMPASSED BY THE ALLOWANCE DESCRIPTION, THE CONTRACTOR HAS APPROPRIATELY INVOICED FOR THAT WORK, AND DISTRICT HAS APPROVED CONTRACTOR'S INVOICE. CONTRACTOR SHALL INVOICE ONLY FOR COMPONENTS OF THE WORK ENCOMPASSED BY THE ALLOWANCE DESCRIPTION, IN THE IDENTICAL STRUCTURE AS A CHANGE ORDER. THE UNUSED PORTION OF EACH ALLOWANCE SHALL BE RETAINED BY THE DISTRICT.

- a. The Contract Price shall be paid in lawful money of the United States pursuant to the payment provisions in the General Conditions.

- b. The District may, at its sole discretion, increase or decrease the Contract Price by unit prices or alternates contained in Contractor's original bid. If the Bid for the Work included proposal(s) for Alternate Bid Item(s), during Contractor's performance of the Work, the District may elect to add any such Alternate Bid Item(s) if the that item did not form a basis for award of the Agreement or delete any such Alternate Bid Item(s) if that item formed a basis for award of the Agreement. If the District elects to add or delete an Alternate Bid Item(s) pursuant to the foregoing, the cost or credit for that Alternate Bid Item(s) shall be as set forth in the Contractor's Bid, at the District's discretion. If any Alternate Bid Item is added or deleted from the Work pursuant to the foregoing, the Contract Time shall be adjusted by the number of days allocated for the added or deleted Alternate Bid Item in the Contract Documents; if days are not allocated for any Alternate Bid Item added or deleted pursuant to the foregoing, the Contract Time shall be equitably adjusted.

7. **Insurance and Bonds:** Contractor shall provide all required certificates of insurance, and payment and performance bonds.

8. **Performance of Work:** If Contractor fails to perform the Work properly or fails to perform any provisions of this Contract, the District, may, pursuant to the General Conditions and without prejudice to any other remedy it may have, cure the deficiencies and deduct the cost thereof from the payment then or thereafter due Contractor.

9. **Authority of Architect, Project Inspector, and DSA:** Contractor hereby acknowledges that the Architect(s), the Project Inspector(s), and the Division of the State Architect have authority to approve and/or stop Work if Contractor’s Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. Contractor shall be liable for any delay caused by its non-compliant Work.

10. **Assignment of Contract:** Neither the Contract, nor any part thereof, nor any moneys due or to become due thereunder, may be assigned by Contractor without the written approval of District, nor without the written consent of the Surety on Contractor's Performance Bond (the “Surety”), unless the Surety has waived in writing its right to notice of assignment.

11. **Classification of Contractor’s License:** Contractor hereby acknowledges that it currently holds valid Type A, B, C-33, or C-61 Contractor's license(s) issued by the State of California, Contractor's State Licensing Board, in accordance with division 3, chapter 9, of the Business and Professions Code and in the classification called for in the Contract Documents.

12. **Payment of Prevailing Wages:** Contractor and all Subcontractors under Contractor shall pay all workers on Work performed pursuant to this Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code.

13. **Contractor & Subcontractor Registration:** Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including complying with any applicable enforcement by the Department of Industrial Relations.

14. **Authority of Contractor’s Representative:** Contractor hereby certifies that its legal representative as defined in the General Conditions and the person(s) it employees on the Project at or above the level of project superintendent, each have the authority to legally bind the Contractor.

15. **Severability:** If any term, covenant, condition, or provision of the Contract Documents is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions in the Contract Documents shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

IN WITNESS WHEREOF, accepted and agreed on the date indicated above:

Dated: _____, 2025

Dated: _____, 2025

Alameda Unified School District

_____ **Contractor**

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

NOTE: If the Contractor is a corporation, Contractor must attach a certified copy of the corporation's by-laws, or of the resolution of the Board of Directors of the corporation, authorizing the above person to execute this Agreement and the bonds required by the Contract Documents.

END OF DOCUMENT

DOCUMENT 00 45 40

CERTIFICATIONS TO BE COMPLETED BY CONTRACTOR

THE UNDERSIGNED MUST CHECK EACH BOX AND EXECUTE THIS FORM AND HEREBY CERTIFIES TO THE GOVERNING BOARD OF THE DISTRICT THAT:

- He/she is a representative of the Contractor,
- He/she is familiar with the facts herein certified and acknowledged,
- He/she is authorized and qualified to execute this Agreement and these certifications on behalf of Contractor and that by executing this Agreement he/she is certifying the following items.

Labor Code Sections 1860-1861 (Workers' Compensation). In accordance with Labor Code section 3700, every contractor will be required to secure the payment of compensation to his or her employees. I acknowledge and certify under penalty of perjury that I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

Government Code Sections 8355-8357 (Drug-Free Workplace). I acknowledge and certify under penalty of perjury that I will provide a drug-free workplace by doing all of the following:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying the actions that will be taken against employees for violations of the prohibition.
- (2) Establishing a drug-free awareness program to inform employees about all of the following:
 - (A) The dangers of drug abuse in the workplace.
 - (B) The person's or organization's policy of maintaining a drug-free workplace.
 - (C) Any available drug counseling, rehabilitation, and employee assistance programs.
 - (D) The penalties that may be imposed upon employees for drug abuse violations.
- (3) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I also acknowledge that this Contract may be subject to suspension of payments under the contract or grant or termination of the contract or grant, or both, and the contractor or grantee thereunder may be subject to debarment, in accordance with the requirements of the above-referenced statute, if the contracting or granting agency determines that any of the following has occurred:

- (1) The contractor or grantee has made a false certification under Section 8355.
- (2) The contractor or grantee violates the certification by failing to carry out the requirements of subdivisions (a) to (c), inclusive, of Section 8355.

I also acknowledge that the Department of General Services shall establish and maintain a list of individuals and organizations whose contracts or grants have been canceled due to failure to comply with the above-referenced statute. This list shall be updated monthly and published each month. No state agency shall award a contract or grant to a person or organization on the published list until that person or organization has complied with the above-referenced statute.

Tobacco-Free Environment. Pursuant to, without limitation, 20 U.S.C. section 6083, Labor Code section 6400 et seq., Health & Safety Code section 104350 et seq. and District Board Policies, all District sites, including the Project site, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school owned vehicles and vehicles owned by others while on District property.

I acknowledge and certify under penalty of perjury that I am aware of the District's policy regarding tobacco-free environments at District sites, including the Project site and acknowledge and certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents to use tobacco and/or smoke on the Project site. The District also prohibits electronic cigarettes, "vaping" or similar product uses on District sites.

No Hazardous Materials. I acknowledge and certify under penalty of perjury that no Asbestos, or Asbestos-Containing Materials, polychlorinated biphenyl (PCB), or any material listed by the federal or state Environmental Protection Agency or federal or state health agencies as a hazardous material, or any other material defined as being hazardous under federal or state laws, rules, or regulations ("New Hazardous Material"), shall be furnished, installed, or incorporated in any way into the Project or in any tools, devices, clothing, or equipment used to affect any portion of Contractor's work on the Project for District. I have instructed our employees with respect to the above-mentioned standards, hazards, risks, and liabilities.

- (i) Asbestos and/or asbestos-containing material shall be defined as all items containing but not limited to chrysotile, crocidolite, amosite, anthophyllite, tremolite, and actinolite. Any or all material containing greater than one-tenth of one percent (.1%) asbestos shall be defined as asbestos-containing material. Any disputes involving the question of whether or not material is New Hazardous Material shall be settled by electron microscopy or other appropriate and recognized testing procedure, at the District's determination. The costs of any such tests shall be paid by Contractor if the material is found to be New Hazardous Material.
- (ii) All Work or materials found to be New Hazardous Material or Work or material installed with equipment containing "New Hazardous Material," will be immediately rejected and this Work will be removed at Contractor's expense at no additional cost to the District.

The Contractor must immediately notify the District within two (2) Business Days, if the Contractor finds and before it disturbs, any material that the Contractor believes may be hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law

I acknowledge and certify under penalty of perjury that this certification provides notice to the Contractor that:

- (1) The Contractor's work may disturb lead-containing building materials.
- (2) The Contractor must notify the District if any work may result in the disturbance of lead-containing building materials.



Lead as a Health Hazard

Lead poisoning is recognized as a serious environmental health hazard facing children today. Even at low levels of exposure, much lower than previously believed, lead can impair the development of a child's central nervous system, causing learning disabilities, and leading to serious behavioral problems. Lead enters the environment as tiny lead particles and lead dust disburse when paint chips, chalks, peels, wears away over time, or is otherwise disturbed. Ingestion of lead dust is the most common pathway of childhood poisoning; lead dust gets on a child's hands and toys and then into a child's mouth through common hand-to-mouth activity. Exposures may result from construction or remodeling activities that disturb lead paint, from ordinary wear and tear of windows and doors, or from friction on other surfaces.

Ordinary construction and renovation or repainting activities carried out without lead-safe work practices can disturb lead-based paint and create significant hazards. Improper removal practices, such as dry scraping, sanding, or water blasting painted surfaces, are likely to generate high volumes of lead dust.

Because the Contractor and its employees will be providing services for the District, and because the Contractor's work may disturb lead-containing building materials, **Contractor is hereby notified** of the potential presence of lead-containing materials located within certain buildings utilized by the District. All school buildings built prior to 1993 are presumed to contain some lead-based paint until sampling proves otherwise.

(i) Overview of California Law

Education Code section 32240 et seq. is known as the Lead Safe Schools Protection Act. Under this act, the Department of Health Services ("DHS") is to conduct a sample survey of schools in the State of California for the purpose of developing risk factors to predict lead contamination in public schools. (Ed. Code, § 32241.)

Any school that undertakes any action to abate existing risk factors for lead is required to utilize trained and state-certified contractors, inspectors, and workers. (Ed. Code, § 32243, subd. (b).) Moreover, lead-based paint, lead plumbing, and solders, or other potential sources of lead contamination, shall not be utilized in the construction of any new school facility or the modernization or renovation of any existing school facility. (Ed. Code, § 32244.)

Both the Federal Occupational Safety and Health Administration ("Fed/OSHA") and the California Division of Occupational Safety and Health ("Cal/OSHA") have implemented safety orders applicable to all construction work where a contractor's employee may be occupationally exposed to lead.

The OSHA Regulations apply to all construction work where a contractor's employee may be occupationally exposed to lead. The OSHA Regulations contain specific and detailed requirements imposed on contractors subject to that regulation. The OSHA Regulations define construction work as work for construction, alteration, and/or repair, including painting and decorating. It includes, but is not limited to, the following:

- a. Demolition or salvage of structures where lead or materials containing lead are present;
- b. Removal or encapsulation of materials containing lead;
- c. New construction, alteration, repair, or renovation of structures, substrates, or portions thereof, that contain lead, or materials containing lead;
- d. Installation of products containing lead;

- e. Lead contamination/emergency cleanup;
- f. Transportation, disposal, storage, or containment of lead or materials containing lead on the site or location at which construction activities are performed; and
- g. Maintenance operations associated with the construction activities described in the subsection.

Because it is assumed by the District that all painted surfaces (interior as well as exterior) within the District contain some level of lead, it is imperative that the Contractor, its workers and subcontractors fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials (including title 8, California Code of Regulations, section 1532. 1).

The Contractor must notify the District if any Work may result in the disturbance of lead-containing building materials. Any and all Work that may result in the disturbance of lead-containing building materials must be coordinated through the District. A signed copy of this Certification must be on file prior to beginning Work on the Project, along with all current insurance certificates.

(ii) **Renovation, Repair and Painting Rule, Section 402(c)(3) of the Toxic Substances Control Act**

In 2008, the U.S. Environmental Protection Agency, issued a rule pursuant to the authority of Section 402(c)(3) of the Toxic Substances Control Act, requiring lead safe work practices to reduce exposure to lead hazards created by renovation, repair and painting activities that disturb lead-based paint (Renovation, Repair and Painting Rule). Renovations in homes, childcare facilities, and schools built prior to 1978 must be conducted by certified renovations firms, using renovators with accredited training, and following the work practice requirements to reduce human exposures to lead.

Contractor, its workers and subcontractors must fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials, including those rules and regulations appearing within title 40 of the Code of Federal Regulations as part 745 (40 CFR 745).

The requirements apply to all contractors who disturb lead-based paint in a six-square-foot area or greater indoors or a 20-square-foot area outdoors. If a DPH-certified inspector or risk assessor determines that a home constructed before 1978 is lead-free, the federal certification is not required for anyone working on that particular building.

(iii) **Contractor's Liability**

If the Contractor fails to comply with any applicable laws, rules, or regulations, and that failure results in a site or worker contamination, the Contractor will be held solely responsible for all costs involved in any required corrective actions, and shall defend, indemnify, and hold harmless the District, pursuant to the indemnification provisions of the Contract, for all damages and other claims arising therefrom.

If lead disturbance is anticipated in the Work, only persons with appropriate accreditation, registrations, licenses, and training shall conduct this Work.

It shall be the responsibility of the Contractor to properly dispose of any and all waste products, including, but not limited to, paint chips, any collected residue, or any other visual material that may occur from the prepping of any painted surface. It will be the responsibility of the Contractor to provide the proper disposal of any hazardous waste by a certified hazardous waste hauler. This company shall be registered with the Department of Transportation (DOT) and shall be able to issue a current manifest number upon transporting any hazardous material from any school site within the District.

The Contractor shall provide the District with any sample results prior to beginning Work, during the

Work, and after the completion of the Work. The District may request to examine, prior to the commencement of the Work, the lead training records of each employee of the Contractor.

I acknowledge and certify under penalty of perjury, that:

1. I have received notification of potential lead-based materials on the District's property;
2. I am knowledgeable regarding and will comply with all applicable laws, rules, and regulations governing work with, and disposal of, lead.

Imported Materials. All soils, aggregate, or related materials ("Fill") that Contractor, a Subcontractor, agent or supplier, in any way, provides or delivers and/or supplies to the Project Site shall be free of any and all hazardous material as defined in section 25260 of the Health and Safety Code, shall satisfy the requirements of any environmental review of the Project performed pursuant to the statutes and guidelines of the California Environmental Quality Act, sections 21000 et seq. of the Public Resources Code ("CEQA"), and shall comply with the requirements of sections 17210 et seq. of the Education Code, including requirements for a Phase I environmental assessment acceptable to the State of California Department of Education and Department of Toxic Substances Control. I acknowledge that, to the furthest extent permitted by California law, the indemnification provisions in the Contract Documents apply to, without limitation, any claim(s) connected with providing, delivering, and/or supplying Fill.

I acknowledge and certify under penalty of perjury that I am duly authorized to legally bind the Contractor to all provisions and items included in this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 45 55

DISABLED VETERAN BUSINESS ENTERPRISE PARTICIPATION CERTIFICATION

Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program ("Program") for the construction and/or modernization of school buildings to have a participation goal for disabled veteran business enterprises ("DVBE(s)") of at least three percent (3%), per year, of the overall dollar amount expended each year by the school district on projects that receive state funding.

Section 2001 of the Public Contract Code requires school districts to require each Bidder to provide in its bid certain information about its Subcontractors. In addition to completing this certification as indicated herein, each Bidder must provide the information related to DVBEs as required in the Designated Subcontractors List.

1. **Disabled Veteran Business Enterprise.** A DVBE is a business enterprise certified by the California Office of Small Business as a DVBE.
2. **DVBE Participation Policy.** The District is committed to achieving this DVBE participation goal. The District encourages Contractor to ensure maximum opportunities for the participation of DVBEs in the Work of the Contract.
3. **DVBE Participation Goal.** The three percent (3%) participation goal is not a quota, set-aside or rigid proportion.
4. **Certification of Participation.** At the time of execution of the Contract, the Contractor will provide a statement to the District of anticipated participation of DVBEs in the contract.
5. **Submission of Report.** During performance of the Contract, Contractor shall monitor the Work of the Contract, award of subcontracts and contracts for materials, equipment and supplies for the purpose of determining DVBE participation in the Work of the Contract.
 - a) Contractor shall report on a monthly basis all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.
 - b) Upon completion of the Work of the Contract, Contractor shall submit a report to the District in the form attached hereto identifying all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.
 - i) The submission to the District of this report is a condition precedent to the District's obligation to make payment of the Final Payment under the Contract Documents. The submission of this report shall be in addition to, and not in lieu of, any other conditions precedent set forth in the Contract Documents for the District's obligation to make payment of the Final Payment.
 - ii) The District reserves the right to request additional information or documentation from the Contractor evidencing efforts to comply with the three percent (3%) DVBE participation goal.

DOCUMENT 00 45 85

CRIMINAL BACKGROUND INVESTIGATION / FINGERPRINTING CERTIFICATION

The undersigned does hereby certify to the governing board of the District that he/she is a representative of the Contractor, is familiar with the facts herein certified, is authorized and qualified to execute this certificate on behalf of Contractor; and that the information in this Criminal Background Investigation / Fingerprinting Certification is true and correct.

1. **Education Code.** Contractor has taken at least one of the following actions with respect to the Project (check all that apply):

The Contractor has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice ("DOJ") has determined (per the DOJ process for Applicant Agencies described more fully on its website, located at:) that none of those employees have been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; and/or

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of work, a physical barrier at the Project site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: _____ **Title:** _____

The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with the District pupils.

2. **Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on the Project site and the employees of the Subcontractor(s) that will be on the Project site are **not** listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>).

Contractor's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 54 55

ESCROW AGREEMENT FOR SECURITY DEPOSITS IN LIEU OF RETENTION
(Public Contract Code § 22300)

This Escrow Agreement ("Escrow Agreement") is made and entered into on _____, 2025, by and between the following:

Alameda Unified School District ("District"), whose address is _____, California, and

_____ ("Contractor"), whose address is _____, and

_____ ("Escrow Agent"), a state or federally chartered bank in California, whose address is _____.

For the consideration hereinafter set forth, District, Contractor, and Escrow Agent agree as follows:

1. Pursuant to section 22300 of Public Contract Code of the State of California, which is hereby incorporated by reference, Contractor has the following two (2) options:

Deposit securities with Escrow Agent as a substitute for retention earnings required to be withheld by District pursuant to the Construction Contract No. _____ entered between District and Contractor for the _____ Project, in the amount of _____ (\$ _____) dated, _____, 2025, (the "Contract");

OR

On written request of Contractor, District shall make payments of the retention earnings for the Contract directly to Escrow Agent.

When Contractor deposits the securities as a substitute for Contract earnings, Escrow Agent shall notify District within ten (10) calendar days of the deposit. The market value of the securities at all times from substitution until the termination of the Escrow Agreement shall be at least equal to the cash amount then required to be withheld as retention pursuant to the Contract.

Securities shall be held in name of **Alameda Unified School District**, and shall designate Contractor as beneficial owner.

2. District shall make payments to Contractor for those funds which otherwise would be withheld from payments pursuant to Contract provisions, provided that Escrow Agent holds securities in the form and amount specified above.
3. When District makes payment of retention earned directly to Escrow Agent, Escrow Agent shall hold them for the benefit of Contractor until the time that the escrow created under this Escrow Agreement is terminated. Contractor may direct the investment of the payments into securities. All terms and conditions of this Escrow Agreement and the rights and responsibilities of the Parties shall be equally applicable and binding when District pays Escrow Agent directly.
4. Contractor shall be responsible for paying all fees for the expenses incurred by Escrow Agent in administering the Escrow Account, and all expenses of District. The District will charge Contractor \$ _____ for each of District's deposits to the escrow account. These expenses and payment terms shall be determined by District, Contractor, and Escrow Agent.

5. Interest earned on securities or money market accounts held in escrow and all interest earned on that interest shall be for sole account of Contractor and shall be subject to withdrawal by Contractor at any time and from time to time without notice to District.
6. Contractor shall have the right to withdraw all or any part of the principal in the Escrow Account only by written notice to Escrow Agent accompanied by written authorization from District to Escrow Agent that District consents to withdrawal of amount sought to be withdrawn by Contractor.
7. District shall have the right to draw upon the securities and/or withdraw amounts from the Escrow Account in event of default by Contractor. Upon seven (7) days written notice to Escrow Agent from District of the default, if applicable, Escrow Agent shall immediately convert the securities to cash and shall distribute the cash as instructed by District.
8. Upon receipt of written notification from District certifying that the Contract is final and complete, and that Contractor has complied with all requirements and procedures applicable to the Contract, Escrow Agent shall release to Contractor all securities and interest on deposit less escrow fees and charges of the Escrow Account. The escrow shall be closed immediately upon disbursement of all monies and securities on deposit and payments of fees and charges.
9. Escrow Agent shall rely on written notifications from District and Contractor pursuant to Paragraphs 5 through 8, inclusive, of this Escrow Agreement and District and Contractor shall hold Escrow Agent harmless from Escrow Agent's release and disbursement of securities and interest as set forth above.
10. Names of persons who are authorized to give written notice or to receive written notice on behalf of District and on behalf of Contractor in connection with the foregoing, and exemplars of their respective signatures are as follows:

On behalf of District:

Title

Name

Signature

Address

On behalf of Contractor:

Title

Name

Signature

Address

On behalf of Escrow Agent:

Title

Name

Signature

Address

At the time the Escrow Account is opened, District and Contractor shall deliver to Escrow Agent a fully executed copy of this Escrow Agreement.

IN WITNESS WHEREOF, the parties have executed this Escrow Agreement by their proper officers on the date first set forth above.

Alameda Unified School District

_____ **Contractor**

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

_____ **Escrow Agent**

Signature: _____

Print Name: _____

Print Title: _____

END OF DOCUMENT

DOCUMENT 00 61 14

PERFORMANCE BOND (100% of Contract Price)

(Note: Contractors must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board (“Board”) of the **Alameda Unified School District**, (“District”) and _____ (“Principal”) have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to perform the following project:

District Office Roof Restoration

which Contract dated _____, 2025, and all of the Contract Documents attached to or forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, said Principal is required under the terms of the Contract to furnish a bond for the faithful performance of the Contract;

NOW, THEREFORE, the Principal and _____ (“Surety”) are held and firmly bound unto the Board of the District in the penal sum of:

_____ DOLLARS

(\$ _____), lawful money of the United States, for the payment of which sum well and truly to be made we bind ourselves, our heirs, executors, administrators, successors, and assigns jointly and severally, firmly by these presents, to:

- Perform all the work required to complete the Project; and
- Pay to the District all damages the District incurs as a result of the Principal’s failure to perform all the Work required to complete the Project.

In the event the Principal is declared by the District to be in breach or default in the performance of the Contract, then, after written notice from the District to the Surety, as provided for herein, the Surety shall either remedy the default or breach of the Principal or shall take charge of the Work of the Contract and complete the Contract with a Contractor other than the Principal at its own expense; provided, however, that the procedure by which the Surety undertakes to discharge its obligations under this Bond shall be subject to the advance written approval of the District.

The condition of the obligation is such that, if the above bounden Principal, his or its heirs, executors, administrators, successors, or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in the Contract and any alteration thereof made as therein provided, on his or its part to be kept and performed at the time and in the intent and meaning, including all contractual guarantees and warranties of materials and workmanship, and shall indemnify and save harmless the District, its trustees, officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise it shall be and remain in full force and virtue.

As a condition precedent to the satisfactory completion of the Contract, the above obligation shall hold good for a period equal to the warranty and/or guarantee period of the Contract, during which time Surety’s obligation shall continue if Contractor shall fail to make full, complete, and satisfactory repair, replace, and totally protect the District from loss or damage resulting from or caused by defective materials or faulty workmanship. The obligations of Surety hereunder shall continue so long as any obligation of Contractor remains. Nothing herein shall limit the District’s rights or the Contractor’s or Surety’s obligations under the Contract, law or equity, including, but not limited to, California Code of Civil Procedure section 337.15.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

Any claims under this bond may be addressed to the Surety at the following address. This cannot be the Contractor's broker for this bond, but must be an employee of the Surety or the Surety's legal counsel:

Attention: _____

Telephone No.: (_____) _____ - _____

Fax No.: (_____) _____ - _____

E-mail Address: _____

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

Principal

Surety

(Name of Principal)

(Name of Surety)

(Signature of Person with Authority)

(Signature of Person with Authority)

(Print Name)

(Print Name)

(Name of California Agent of Surety)

(Address of California Agent of Surety)

(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

END OF DOCUMENT

DOCUMENT 00 61 15

PAYMENT BOND -- Contractor's Labor & Material Bond (100% of Contract Price)
(Note: Contractors must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of the **Alameda Unified School District**, (or "District") and _____, ("Principal") have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to

District Office Roof Restoration

which Contract dated _____, 2025, and all of the Contract Documents attached to or forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, pursuant to law and the Contract, the Principal is required, before entering upon the performance of the work, to file a good and sufficient bond with the body by which the Contract is awarded in an amount equal to 100 percent (100%) of the Contract price, to secure the claims to which reference is made in the Civil Code of California, including section 9100, and the Labor Code of California, including section 1741.

NOW, THEREFORE, the Principal and _____, ("Surety") are held and firmly bound unto all laborers, material men, and other persons referred to in said statutes in the penal sum of:

_____ DOLLARS

(\$ _____), lawful money of the United States, being a sum not less than the total amount payable by the terms of Contract, for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, or assigns, jointly and severally, by these presents.

The condition of this obligation is that if the Principal or any of his or its subcontractors, of the heirs, executors, administrators, successors, or assigns of any, all, or either of them shall fail to pay for any labor, materials, provisions, provender, or other supplies, used in, upon, for or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Act with respect to such work or labor, that the Surety will pay the same in an amount not exceeding the amount herein above set forth, and also in case suit is brought upon this bond, will pay a reasonable attorney's fee to be awarded and fixed by the Court, and to be taxed as costs and to be included in the judgment therein rendered.

It is hereby expressly stipulated and agreed that this bond shall inure to the benefit of any and all persons, companies, and corporations entitled to file claims under sections 9000 through 9566 of the Civil Code, so as to give a right of action to them or their assigns in any suit brought upon this bond.

Should the condition of this bond be fully performed, then this obligation shall become null and void; otherwise it shall be and remain in full force and affect.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 2025.

Principal

Surety

(Name of Principal)

(Name of Surety)

(Signature of Person with Authority)

(Signature of Person with Authority)

(Print Name)

(Print Name)

(Name of California Agent of Surety)

(Address of California Agent of Surety)

(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

END OF DOCUMENT

DOCUMENT 00 65 10

NOTICE TO PROCEED

Dated: _____, 2025.

To: _____
("Contractor")

(Address)

From: Governing Board ("Board") of **Alameda Unified School District** ("District")

Re: **District Office Roof Restoration**

Contractor is hereby notified that the Contract Time under the Contract will commence to run on _____, 2025. By that date, Contractor shall start performing its obligations under the Contract Documents. In accordance with the Agreement executed by Contractor, the Contract Time and Project Completion is August 8, 2025.

Contractor must submit the following documents by 5:00 p.m. of the **TENTH (10TH)** calendar day following the date of this Notice to Proceed:

1. Contractor's preliminary schedule of construction.
2. Contractor's preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals.
3. Contractor's preliminary schedule of values for all of the Work.
4. Contractor's preliminary Contractor's Safety Plan specifically adapted for the Project.
5. A complete subcontractors list, including the name, address, telephone number, facsimile number, California State Contractor's License number, classification, and monetary value of all Subcontracts.

Thank you. We look forward to a successful Project.

Alameda Unified School District

SIGNATURE: _____

NAME: _____

TITLE: _____

END OF DOCUMENT

DOCUMENT 00 65 36

WARRANTY AND GUARANTEE FORM

1. _____ ("Contractor")

hereby agrees that the _____ ("Work" of Contractor)

which Contractor has installed for the **Alameda Unified School District** ("District") for the following project:

District Office Roof Restoration

was performed in accordance with the requirements of the Contract Documents and that the Work as installed fulfills the requirements of the Contract Documents.

2. Contractor agrees to repair or replace all of the Work that may prove to be defective in workmanship or material and any other adjacent Work that may be displaced in connection with such replacement within a period of **30 YEARS (Manufacturer) & 4 YEARS (Workmanship)** from the date of Completion as defined in the Contract, ordinary wear and tear and unusual abuse or neglect excepted. The date of completion is _____, 2025.

3. In the event Contractor fails to comply with the above-mentioned conditions within a reasonable period of time, as determined by District, but not later than **SEVEN (7)** calendar days after being notified in writing by District, Contractor authorizes District to proceed to repair or replace the defective Work at the expense of Contractor. Contractor shall pay the costs and charges therefor upon demand.

4. **Representatives to be contacted for service subject to the terms of Contract:**

NAME: _____

ADDRESS: _____

PHONE NO.: _____

EMAIL: _____

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

DOCUMENT 00 70 00

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1. CONTRACT TERMS AND DEFINITIONS

1.1. Definitions

Wherever used in the Contract Documents, the following terms shall have the meanings indicated, which shall be applicable to both the singular and plural thereof:

- 1.1.1. Adverse Weather:** Weather that satisfies all of the following conditions: (1) unusually severe precipitation, sleet, snow, hail, heat, or cold conditions in excess of the norm for the location and time of year it occurred, (2) unanticipated, and (3) occurring at the Project Site.
- 1.1.2. Allowance(s):** Amount(s) stated in the Agreement for specific scopes of work for which Contractor may bill its time, materials, and other items in the identical structure as a Change Order.
- 1.1.3. Approval, Approved, and/or Accepted:** Refer to written authorization, unless stated otherwise.
- 1.1.4. Architect:** The individual, partnership, corporation, joint venture, or any combination thereof, named as Architect that has the rights and authority assigned to the Architect in the Contract Documents. The term Architect means the District's Architect on this Project or the Architect's authorized representative.
- 1.1.5. As-Built Drawings:** A reproducible full-size sets of drawings to be prepared on a monthly basis, and upon Project Completion, pursuant to the Contract Documents, that reflect changes made during the performance of the Work, recording differences between the original design of the Work and the Work as constructed since the preceding monthly submittal.
- 1.1.6. Bidder:** A contractor who intends to provide a bid to the District to perform the Work of the Contract.
- 1.1.7. Change Order:** A written order to the Contractor authorizing an addition to, deletion from, or revision in the Work, and/or authorizing an adjustment in the Contract Price or Contract Time. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.
- 1.1.8. Completion:** When the entire Work shall have been completed to the satisfaction of District, including all punch list items. Final DSA approval of the Project is not required for Completion.
- 1.1.9. Construction Manager:** The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Construction Manager is used on the Project, then all references in the Contract Documents to Construction Manager shall be read to refer to District.
- 1.1.10. Construction Schedule:** The progress schedule of construction of the Project as provided by Contractor and approved by District.
- 1.1.11. Contract, Contract Documents:** The Contract consists exclusively of the documents evidencing the agreement of the District and Contractor, identified as the Contract Documents. The Contract Documents consist of the following documents:
- 1.1.11.1.** Notice to Bidders / Invitation to Bid
 - 1.1.11.2.** Instructions to Bidders
 - 1.1.11.3.** Bid Form

- 1.1.11.4. Bid Bond
- 1.1.11.5. Designated Subcontractors List
- 1.1.11.6. Noncollusion Declaration
- 1.1.11.7. Iran Contracting Act Certification
- 1.1.11.8. Certifications to be Completed by Contractor
- 1.1.11.9. Disabled Veteran’s Business Enterprise Participation Certification
- 1.1.11.10. Criminal Background Investigation/Fingerprinting Certification
- 1.1.11.11. Notice of Award
- 1.1.11.12. Agreement
- 1.1.11.13. Escrow of Bid Documentation (if applicable)
- 1.1.11.14. Escrow Agreement for Security Deposits in Lieu of Retention
- 1.1.11.15. Storm Water Pollution Prevention Plan (if applicable)
- 1.1.11.16. Notice to Proceed
- 1.1.11.17. Performance Bond
- 1.1.11.18. Payment Bond (Contractor’s Labor and Material Bond)
- 1.1.11.19. District Contract Forms (if applicable)
- 1.1.11.20. District Closeout Forms (if applicable)
- 1.1.11.21. Warranty and Guarantee Form
- 1.1.11.22. General Conditions
- 1.1.11.23. Special Conditions
- 1.1.11.24. Project Plans, Specifications, Technical Specifications, and Drawings
- 1.1.11.25. Addenda to any of the above documents
- 1.1.11.26. Schedules if approved in writing by the District
- 1.1.11.27. Change Orders or written modifications to the above documents if approved in writing by the District

1.1.12. Contract Price: The total monies payable to the Contractor under the terms and conditions of the Contract Documents.

1.1.13. Contract Time: The time period stated in the Agreement for the Completion of the Work.

1.1.14. Contractor: The person or persons identified in the Agreement as contracting to perform the

Work, or the legal representative of such person(s).

1.1.15. Daily Job Report(s): Daily Project reports prepared by the Contractor's employee(s) who are present on Site, which shall include the information required herein.

1.1.16. Day(s): Unless otherwise designated, day(s) means calendar day(s). **"Business Day(s)"** shall mean days except Saturday, Sunday, a day that is federally-recognized holiday, or a day that is a California-recognized holiday.

1.1.17. Defective or Nonconforming Work. Defective or nonconforming Work is any Work which is unsatisfactory, faulty or deficient by: (a) not conforming to the requirements of the Contract Documents; (b) not conforming to the standards of workmanship of the applicable trade; (c) not being in compliance with the requirements of any inspection, reference, standard, test, or approval required by the Contract Documents; or (d) damage to Work occurring prior to Completion.

1.1.18. District: The public agency or the school district for which the Work is performed.

1.1.19. Drawings: (or "Plans") The graphic and pictorial portions of the Contract Documents showing the design, location, scope and dimensions of the Work, generally including plans, elevations, sections, details, schedules, sequence of operation, and diagrams.

1.1.20. DSA: Division of the State Architect.

1.1.21. Force Account Directive: A process that may be used when the District and the Contractor cannot agree on a price for a specific scope of work or before Contractor prepares a price for the scope of work, Contractor performs on a time and materials basis.

1.1.22. Premises: The real property owned by the District on which the Project Site is located.

1.1.23. Product(s): New material, machinery, components, equipment, fixtures and systems forming the Work, including existing materials or components required and approved by the District for reuse.

1.1.24. Product Data: Illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by Contractor to illustrate a material, product, or system for a scope of the Work.

1.1.25. Project: The planned undertaking as provided for in the Contract Documents.

1.1.26. Project Inspector: (or "Inspector") Individual(s) retained by the District in accordance with title 24 of the California Code of Regulations to monitor and inspect the Project.

1.1.27. Program Manager: The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Program Manager is designated for the Project, then all references to Project Manager shall refer to District.

1.1.28. Proposed Change Order: A written request prepared by the Contractor requesting that the District and the Architect issue a Change Order based upon a proposed change to the Work.

1.1.29. Provide: Shall include "provide complete in place," that is, "furnish and install," and "provide complete and functioning as intended in place" unless specifically stated otherwise.

1.1.30. Request for Information: (or "RFI") A written request prepared by the Contractor requesting that the Architect provide additional information necessary to clarify or amplify an item in the Contract Documents that the Contractor believes is not clearly shown or called for in the Drawings or Specifications

or other portions of the Contract Documents, or to address issues that have arisen under field conditions.

1.1.31. Request for Substitution: A request by Contractor to substitute an equal or superior material, product, thing, or service for a specific material, product, thing, or service that has been designated in the Contract Documents by a specific brand or trade name.

1.1.32. Safety Orders: Written and/or verbal orders for construction issued by the California Division of Industrial Safety ("CalOSHA") or by the United States Occupational Safety and Health Administration ("OSHA").

1.1.33. Safety Plan: Contractor's safety plan specifically adapted for the Project. Contractor's Safety Plan shall comply with all provisions regarding Project safety, including all applicable provisions in these General Conditions.

1.1.34. Samples: Physical examples that illustrate materials, products, equipment, finishes, colors, or workmanship and that, when approved in accordance with the Contract Documents, establish standards by which portions of the Work will be judged.

1.1.35. Shop Drawings: All drawings, prints, diagrams, illustrations, brochures, schedules, and other data that are prepared by the Contractor, a subcontractor, manufacturer, supplier, or distributor, that illustrate how specific portions of the Work shall be fabricated or installed.

1.1.36. Site: The Project site as shown on the Drawings.

1.1.37. Specifications: That portion of the Contract Documents, Division 1 through Division 17, and all technical sections, and addenda to all of these, if any, consisting of written descriptions and requirements of a technical nature of materials, equipment, construction methods and systems, standards, and workmanship.

1.1.38. Subcontractor: A contractor and/or supplier who is under contract with the Contractor or with any other subcontractor, regardless of tier, to perform a portion of the Work.

1.1.39. Submittal Schedule: The schedule of submittals as provided by Contractor and approved by District.

1.1.40. Surety: The person, firm, or corporation that executes as surety the Contractor's Performance Bond and Payment Bond and must be a California admitted surety insurer as defined in the Code of Civil Procedure section 995.120.

1.1.41. SWPPP: The District's Storm Water Pollution Prevention Plan.

1.1.42. Terms. The term "provide" means "provide complete in place" or to "furnish and install" such item. Unless otherwise provided in the Contract Documents, the terms "approved;" "directed;" "satisfactory;" "accepted;" "acceptable;" "proper;" "required;" "necessary" and "equal" shall mean as approved, directed, satisfactory, accepted, acceptable, proper, required, necessary and equal, in the opinion of the District. The term "typical" as used in the Drawings shall require the installation or furnishing of such item(s) of the Work designated as "typical" in all other areas similarly marked as "typical"; Work in such other areas shall conform to that shown as "typical" or as reasonably inferable therefrom.

1.1.43. Unilateral Change Order: A written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. **A Unilateral Change Order is NOT a Construction Change Document (which is defined above as a Change Order that DSA must approve).**

1.1.44. Work: All labor, materials, equipment, components, appliances, supervision, coordination, and services required by, or reasonably inferred from, the Contract Documents, that are necessary for the construction and Completion of the Project.

1.2. Laws Concerning the Contract

Contract is subject to all provisions of the Constitution and laws of California and the United States, governing, controlling, or affecting District, or the property, funds, operations, or powers of District, and such provisions are by this reference made a part hereof. Any provision required by law to be included in this Contract shall be deemed to be inserted.

1.3. No Oral Agreements

No oral agreement or conversation with any officer, agent, or employee of District, either before or after execution of Contract, shall affect or modify any of the terms or obligations contained in the Contract Documents.

1.4. No Assignment

Contractor shall not assign the Contract or any part thereof including, without limitation, any services or money to become due without the prior written consent of the District. Assignment without District's prior written consent shall be null and void. Any assignment of money due or to be come due under the Contract shall be subject to a prior lien for services rendered or material supplied for Work performed in favor of all persons, firms, or corporations rendering services or supplying material to the extent that claims are filed pursuant to the Civil Code, Code of Civil Procedure, Government Code, Labor Code, and/or Public Contract Code, and shall also be subject to deductions for Liquidated Damages or withholding of payments as determined by District in accordance with the Contract. Contractor shall not assign or transfer in any manner to a Subcontractor or supplier the right to prosecute or maintain an action against the District.

1.5. Confidentiality

Contractor shall maintain the confidentiality of all information, documents, programs, procedures and all other items that Contractor encounters while performing the Work. This requirement shall be ongoing and shall survive the expiration or termination of the Contract and specifically includes, without limitation, all student, parent, and employee disciplinary information and health information.

1.6. Notice and Service Thereof

1.6.1. Any notice required by the Contract shall be in writing, dated and signed by the party giving notice or by a duly authorized representative of that party. Notice shall be served and considered effective if given in one of the following manners:

1.6.1.1. By personal delivery; considered delivered on the day of delivery.

1.6.1.2. By overnight delivery service; considered delivered one (1) day after date deposited, as indicated by the delivery service.

1.6.1.3. By depositing same in United States mail, enclosed in a sealed envelope; considered delivered three (3) days after date deposited, as indicated by the postmarked date.

1.6.1.4. By registered or certified mail with postage prepaid, return receipt requested; considered delivered on the day the notice is signed for.

1.7. No Waiver

The failure of District in any one or more instances to insist upon strict performance of any term of the Contract or to exercise any District option shall not be construed as a waiver or relinquishment of the right to assert or rely upon any such term or option on a future occasion. No action or failure to act by the District, Architect, or Construction Manager shall constitute a waiver of any right or duty afforded the District under the Contract, nor shall any action or failure to act constitute an approval of or acquiescence in any breach hereunder, except as may be specifically agreed in writing.

1.8. Substitutions for Specified Items

See Special Conditions.

1.9. Materials and Work

1.9.1. Except as otherwise stated in the Contract, Contractor shall provide and pay for all materials, labor, tools, equipment, transportation, supervision, temporary constructions of every nature, and all other services, management, and facilities of every nature whatsoever necessary to execute and complete the Contract within the Contract Time.

1.9.2. Unless otherwise specified, all materials shall be new and the best of their respective kinds and grades as noted or specified, and workmanship shall be of good quality.

1.9.3. Materials shall be furnished in sufficient quantities and at such times as to ensure uninterrupted progress of Work and shall be stored properly and protected as required.

1.9.4. For all materials and equipment specified or indicated in the Drawings, the Contractor shall provide all labor, materials, equipment, and services necessary for complete assemblies and complete working systems, functioning as intended. Incidental items not indicated on Drawings, nor mentioned in the Specifications, that can legitimately and reasonably be inferred to belong to the Work described, or be necessary in good practice to provide a complete assembly or system, shall be furnished as though itemized here in every detail. In all instances, material and equipment shall be installed in strict accordance with each manufacturer's most recent published recommendations and specifications.

1.9.5. Contractor shall, after award of Contract by District and after relevant submittals have been approved, place orders for materials and/or equipment as specified so that delivery of same may be made without delays to the Work. Contractor shall, upon demand from District, present documentary evidence showing that orders have been placed.

1.9.6. District reserves the right but has no obligation, for any neglect in complying with the above instructions, to place orders for such materials and/or equipment as it may deem advisable in order that the Work may be completed at the date specified in the Agreement, and all expenses incidental to the procuring of said materials and/or equipment shall be paid for by Contractor or withheld from payment(s) to Contractor.

1.9.7. Contractor warrants good title to all material, supplies, and equipment installed or incorporated in Work and agrees upon Completion of all Work to deliver the Site to District, together with all improvements and appurtenances constructed or placed thereon by it, and free from any claims, liens, or charges. Contractor further agrees that neither it nor any person, firm, or corporation furnishing any materials or labor for any Work shall have any right to lien any portion of the Premises or any improvement or appurtenance thereon, except that Contractor may install metering devices or other equipment of utility companies or of political subdivision, title to which is commonly retained by utility company or political subdivision. In the event of installation of any such metering device or equipment, Contractor shall advise District as to owner thereof.

1.9.8. Nothing contained in this Article, however, shall defeat or impair the rights of persons furnishing materials or labor under any bond given by Contractor for their protection or any rights under law permitting such protection or any rights under law permitting such persons to look to funds due Contractor in hands of District (e.g., stop payment notices). This provision shall be inserted in all subcontracts and material contracts and notice of its provisions shall be given to all persons furnishing material for work when no formal contract is entered into for such material.

1.9.9. Title to new materials and/or equipment for the Work and attendant liability for its protection and safety shall remain with Contractor until incorporated in the Work of this Contract and accepted by District. No part of any materials and/or equipment shall be removed from its place of storage except for immediate installation in the Work. Contractor shall keep an accurate inventory of all materials and/or equipment in a manner satisfactory to District or its authorized representative and shall, at the District's request, forward it to the District.

1.9.10. Contractor certifies that it shall comply with the recycled product requirements of Public Contract Code section 22150, et seq., including, without limitation, section 22154 which states, "All businesses shall certify in writing to the contracting officer, or his or her representative, the minimum, if not exact, percentage of postconsumer material in the products, materials, goods, or supplies being offered or sold to any local public entity."

2. DISTRICT

2.1. The governing board of the District or its designees will act for the District in all matters pertaining to the Contract.

2.2. The District may, at any time,

2.2.1. Direct the Contractor to communicate with or provide notice to the Construction Manager or the Architect on matters for which the Contract Documents indicate the Contractor will communicate with or provide notice to the District; and/or

2.2.2. Direct the Construction Manager or the Architect to communicate with or direct the Contractor on matters for which the Contract Documents indicate the District will communicate with or direct the Contractor.

2.3. District's Rights if Contractor Fails to Perform. If the District at any time believes that the Contractor is behind schedule, is failing to construct the Project pursuant to the Contract Documents or is otherwise failing to perform any provisions of this Contract, the District, after **FORTY-EIGHT (48)** hours written notice to the Contractor, may take any action necessary or beneficial to the District to complete the Project, takeover the Work of the Contract, terminate or suspend the Contract as indicated herein, or any combination or portion of those actions. The Contractor and the Surety shall be liable to the District for any cost incurred by the District in those actions and the District has the right to deduct the cost thereof from any payment then or thereafter due the Contractor.

3. ARCHITECT

3.1. Architect shall have the authority to act on behalf of District to the extent expressly provided in the Contract Documents and to the extent determined by District to, among other things, observe the progress and quality of the Work on behalf of the District.

3.2. Architect shall have authority to reject materials, workmanship, and/or the Work whenever rejection may be necessary, in Architect's reasonable opinion, to insure the proper execution of the Contract and if Work is defective or does not conform to the requirements of the Contract Documents. Whenever the Architect considers it necessary or advisable, for implementation of the intent of the

Contract Documents, the Architect will have authority to require additional inspections or testing of the Work, whether or not such Work is fabricated, installed or completed. Neither this authority of the Architect nor a decision made in good faith by the Architect to exercise or not to exercise that authority shall give rise to a duty or responsibility to the Contractor, Subcontractors, material suppliers, their agents or employees, or other persons performing portions of the Work.

- 3.3. Architect shall, with the District and on behalf of the District, determine the amount, quality, acceptability, and fitness of all parts of the Work, and interpret the Specifications, Drawings, and shall, with the District, interpret all other Contract Documents.
- 3.4. Architect shall have all authority and responsibility established by law, including title 24 of the California Code of Regulations.
- 3.5. Contractor shall provide District and the Construction Manager with a copy of all written communication between Contractor and Architect at the same time as that communication is made to Architect, including, without limitation, all RFIs, correspondence, submittals, claims, and proposed change orders.

4. **CONSTRUCTION MANAGER**

- 4.1. If a Construction Manager is used on this Project, the Construction Manager will provide administration of the Contract on the District's behalf. After execution of the Contract and Notice to Proceed, all correspondence and/or instructions from Contractor and/or District shall be forwarded through the Construction Manager. The Construction Manager will not be responsible for and will not have control or charge of construction means, methods, techniques, sequences, or procedures or for safety precautions in connection with the Work, which shall all remain the Contractor's responsibility.
- 4.2. Construction Manager, however, will have authority to reject materials and/or workmanship not conforming to the Contract Documents, as determined by the District, the Architect, and/or the Project Inspector. Construction Manager shall also have the authority to require special inspection or testing of any portion of the Work, whether it has been fabricated, installed, or fully completed. Any decision made by Construction Manager, in good faith, shall not give rise to any duty or responsibility of the Construction Manager to the Contractor, any Subcontractor, their agents, employees, or other persons performing any of the Work. Construction Manager shall have free access to all parts of Work at any time.
- 4.3. If the District does not use a Construction Manager on this Project, all references to Construction Manager or CM shall be read as District.

5. **INSPECTOR, INSPECTIONS AND TESTS**

5.1. **Project Inspector**

5.1.1. One or more Project Inspector(s), including special Project Inspector(s), as required, will be assigned to the Work by District, in accordance with requirements of title 24, part 1, of the California Code of Regulations, to enforce the building code and monitor compliance with Plans and Specifications for the Project previously approved by the DSA. Duties of Project Inspector(s) are specifically defined in section 4-342 of said part 1 of title 24.

5.1.2. No Work shall be carried on except with the knowledge and under the inspection of the Project Inspector(s). The Project Inspector(s) shall have free access to all parts of Work at any time. Contractor shall furnish Project Inspector(s) reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector(s) fully informed respecting progress and manner of work and character of materials. Inspection of Work shall not relieve Contractor from the obligation to fulfill the

Contract. Project Inspector(s) and the DSA are authorized to stop work whenever the Contractor and/or its Subcontractor(s) are not complying with the Contract Documents. Any work stoppage by the Project Inspector(s) and/or DSA shall be without liability to the District. Contractor shall instruct its Subcontractors and employees accordingly.

5.1.3. If Contractor and/or any Subcontractor requests that the Project Inspector(s) perform any inspection off-site, this shall only be done if it is allowable pursuant to applicable regulations and DSA, if the Project Inspector(s) agree to do so, and at the expense of the Contractor.

5.1.4. Limitations on Project Inspector Authority. The Project Inspector does not have authority to interpret the Contract Documents or to modify the Work depicted in the Contract Documents. No Work inconsistent with the Contract Documents shall be performed solely on the basis of the direction of the Project Inspector, and the Contractor shall be liable to the District for the consequences of all Work performed on such basis.

5.2. Tests and Inspections

5.2.1. Tests and Inspections shall comply with title 24, part 1, California Code of Regulations, group 1, article 5, section 4-335, and with the provisions of the Specifications.

5.2.2. If the Contract Documents, laws, ordinances or any public authority with jurisdiction over the Work requires the Work, or any portion thereof, to be specially tested, inspected or approved, the Contractor shall give the Architect, the Construction Manager and the Project Inspector written notice of the readiness of such Work for observation, testing or inspection at least seventy-two (72) hours prior to the time for the conducting of such test, inspection or observation. If inspection, testing or observation is by authority other than the District, the Contractor shall inform the Project Inspector and the Construction Manager not less than seventy-two (72) hours prior to the date fixed for such inspection, test or observation. The Contractor shall not cover up any portion of the Work subject to tests, inspections or observations prior to the completion and satisfaction of the requirements of such test, inspection or observation. In the event that any portion of the Work subject to tests, inspection or approval shall be covered up by Contractor prior to completion and satisfaction of the requirements of such tests, inspection or approval, Contractor shall be responsible for the uncovering of such portion of the Work as is necessary for performing such tests, inspection or approval without adjustment of the Contract Price or the Contract Time on account thereof.

5.2.3. The District will select an independent testing laboratory to conduct the tests. Selection of the materials required to be tested shall be by the laboratory or the District's representative and not by the Contractor. The Contractor shall notify the District's representative a sufficient time in advance of its readiness for required observation or inspection.

5.2.4. The Contractor shall notify the District's representative a sufficient time in advance of the manufacture of material to be supplied under the Contract Documents, that must by terms of the Contract Documents be tested, in order that the District may arrange for the testing of same at the source of supply. This notice shall be, at a minimum, seventy-two (72) hours prior to the manufacture of the material that must be tested.

5.2.5. Any material shipped by the Contractor from the source of supply prior to having satisfactorily passed required testing and inspection or prior to the receipt of notice from the representative that testing and inspection will not be required, shall not be incorporated into and/or onto the Project.

5.2.6. The District will select and pay testing laboratory costs for all tests and inspections. Costs of tests of any materials found to be not in compliance with the Contract Documents shall be paid for by the District and reimbursed by the Contractor or deducted from the Contract Price.

5.3. Costs for After Hours and/or Off Site Inspections

5.3.1. If the Contractor performs Work outside the Inspector's regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or requests the Inspector to perform inspections off Site, then the costs of any inspections required outside regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or off Site, shall be borne by the Contractor and may be invoiced to the Contractor by the District or the District may deduct those expenses from the next Progress Payment.

6. CONTRACTOR

Contractor shall construct the Work for the Contract price including any adjustment(s) to the Contract Price pursuant to provisions herein regarding changes to the Contract Price. Except as otherwise noted, Contractor shall provide and pay for all labor, materials, equipment, permits, fees, licenses, facilities, transportation, taxes, and services necessary for the proper execution and Completion of the Work, except as indicated herein.

6.1. Status of Contractor

6.1.1. Contractor is and shall at all times be deemed to be an independent contractor and shall be wholly responsible for the manner in which it and its Subcontractors perform the services required of it by the Contract Documents. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between the District, or any of the District's employees or agents, and Contractor or any of Contractor's Subcontractors, agents or employees. Contractor assumes exclusively the responsibility for the acts of its employees as they relate to the services to be provided during the course and scope of their employment. Contractor, its Subcontractors, agents, and its employees shall not be entitled to any rights or privileges of District employees. District shall be permitted to monitor the Contractor's activities to determine compliance with the terms of the Contract.

6.1.2. As required by law, Contractor and all Subcontractors shall be properly licensed and regulated by the Contractor's State License Board, located at 9821 Business Park Drive, , Sacramento, California 95827, with a mailing address of Post Office Box 26000, Sacramento, California, and with a website at <http://www.cslb.ca.gov>.

6.2. Contractor's Supervision

6.2.1. During progress of the Work, Contractor shall keep on the Premises, and at all other locations where any Work related to the Contract is being performed, a competent project manager and construction superintendent who are employees of the Contractor, to whom the District does not object and at least one of whom shall be fluent in English, written and verbal.

6.2.2. The project manager and construction superintendent shall both speak fluently the predominant language of the Contractor's employees.

6.2.3. Before commencing the Work, Contractor shall give written notice to District of the name of its project manager and construction superintendent. Neither the Contractor's project manager nor construction superintendent shall be changed except with prior written notice to District, unless the Contractor's project manager and/or construction superintendent proves to be unsatisfactory to Contractor, District, any of the District's employees, agents, the Construction Manager, or the Architect, in which case, Contractor shall notify District in writing. District retains the right to reasonably refuse Contractor's replacement personnel. The Contractor's project manager and construction superintendent shall each represent Contractor, and all directions given to Contractor's project manager and/or construction superintendent shall be as binding as if given to Contractor.

6.2.4. Contractor shall give efficient supervision to Work, using its best skill and attention. Contractor shall carefully study and compare all Contract Documents, Drawings, Specifications, and other instructions and shall at once report to District, Construction Manager, and Architect any error, inconsistency, or omission that Contractor or its employees and Subcontractors may discover, in writing, with a copy to District's Project Inspector(s). The Contractor shall have responsibility for discovery of errors, inconsistencies, or omissions.

6.2.5. The Contractor's project manager shall devote sufficient time to the Project on site, and in the Contractor's home office to pre-plan activities to meet the Project schedule and fulfill all Contract obligations. This includes making timely submittals, issuing and disseminating necessary RFI's, promptly processing and distributing bulletins, change orders and payments, keeping required logs current etc. If any of these activities fall behind contract requirements or dates necessary to complete the Project on time, the Contractor must provide a full time project manager on the Project Site dedicated solely to the Project, until the deficiencies are corrected.

6.2.6. The Contractor shall verify all indicated dimensions before ordering materials or equipment, or before performing Work. The Contractor shall take field measurements, verify field conditions, and shall carefully compare such field measurements and conditions and other information known to the Contractor with the Project Documents before commencing work. Errors, inconsistencies or omissions discovered shall be immediately reported to the District. Upon commencement of any item of Work, the Contractor shall be responsible for dimensions related to the Work and shall make any corrections necessary to make Work properly fit at no additional cost to District. This responsibility for verification of dimensions is a non-delegable duty and may not be delegated to subcontractors or agents.

6.2.7. Omissions from the Drawings or Specifications, or the misdescription of details of Work which are manifestly necessary to carry out the intent of the Drawings and Specifications, or which are customarily performed, shall not relieve the Contractor from performing such omitted or misdescribed Work, but they shall be performed as if fully and correctly set forth and described in the Drawings and Specifications.

6.2.8. The Contractor shall be solely responsible for the means, methods, techniques, sequences, and procedures of construction. The Contractor shall be responsible to see that the finished Work complies accurately with the Contract Documents.

6.3. Duty to Provide Fit Workers

6.3.1. Contractor and Subcontractor(s) shall at all times enforce strict discipline and good order among their employees and shall not employ or work any unfit person or anyone not skilled in work assigned to that person. It shall be the responsibility of Contractor to ensure compliance with this requirement. District may require Contractor to permanently remove unfit persons from Project Site.

6.3.2. Any person in the employ of Contractor or Subcontractor(s) whom District may deem incompetent or unfit shall be excluded from working on the Project and shall not again be employed on the Project except with the prior written consent of District.

6.3.3. The Contractor shall furnish labor that can work in harmony with all other elements of labor employed or to be employed in the Work.

6.3.4. If Contractor intends to make any change in the name or legal nature of the Contractor's entity, Contractor must first notify the District. The District shall determine if Contractor's intended change is permissible while performing the Contract.

6.3.5. Compliance with Immigration Reform and Control Act of 1986. As required by law, Contractor and all Subcontractors shall employ individuals for the Work in conformity with the Immigration Reform

and Control Act of 1986, 8 USC §§1101 et seq.

6.4. Personnel

6.4.1. All persons working for Contractor and Subcontractor(s) shall refrain from using profane or vulgar language, or any other language that is inappropriate on the job site.

6.4.2. The Contractor shall employ a full-time superintendent and necessary assistants who shall have complete authority to represent and act on behalf on the Contractor on all matters pertaining to the Work. The superintendent shall be competent and have a minimum of five (5) years' experience in construction supervision on projects of similar scale and complexity. The superintendent shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable to the District. The superintendent shall not be changed without the written consent of the District unless the superintendent ceases to be employed by the Contractor.

6.4.3. The Contractor shall employ a competent estimator and necessary assistants, or contract for sufficient services of an estimating consultant and to process proposed change orders. The estimator shall have a minimum of five (5) years' experience in estimating. The estimator shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The estimator shall not be changed without the written consent of the District unless the estimator ceases to be employed by the Contractor. The Contractor shall submit PCO's requested by the District within fourteen (14) calendar days.

6.4.4. The Contractor shall employ a competent scheduler and necessary assistants, or contract for sufficient services of a scheduling consultant. The scheduler shall have a minimum of five (5) years' experience in scheduling. The scheduler shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The scheduler shall not be changed without the written consent of the District unless the scheduler ceases to be employed by the Contractor.

6.4.5. Contractor shall at all times enforce strict discipline and good order among Contractor's employees, and shall not employ on the Project any unfit person or anyone not skilled in the task assigned.

6.4.6. If Contractor or any Subcontractor on the Project site fails to comply with any provision herein, the District may have the offending person(s) immediately removed from the Site, and the person(s) shall be replaced within three (3) days, at no additional expense to the District. Contractor, on behalf of it and its Subcontractors, hereby waives any claim that the provisions of this paragraph or the enforcement thereof interferes, or has the potential to interfere, with its right to control the means and methods of its performance and duties under this Contract.

6.5. Prohibition on Harassment

6.5.1. In addition to the non-discrimination requirements in the Contract Documents, the Contractor and all Subcontractors must comply with these provisions prohibiting harassment at the Site. The District is committed to providing a campus and workplace free of sexual harassment and harassment based on factors such as race, color religion, national origin, ancestry, age, medical condition, marital status, disability or veteran status. Harassment includes without limitation, verbal, physical or visual conduct which creates an intimidating, offensive or hostile environment such as racial slurs; ethnic jokes; posting of offensive statements, posters or cartoons or similar conduct. Sexual harassment includes without limitation the solicitation of sexual favors, unwelcome sexual advances, or other verbal, visual or physical conduct of a sexual nature.

6.5.2. Contractor shall take all reasonable steps to prevent harassment from occurring, including without limitation affirmatively raising the subject of harassment among its employees, expressing strong

disapproval of any form of harassment, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment and informing complainants of the outcome of an investigation into a harassment claim.

6.5.3. Contractor shall not permit any person, whether employed by Contractor or a Subcontractor or any other person or entity, performing any Work at or about the Site to engage in any prohibited form of harassment. Any person performing or providing Work on or about the Site engaging in a prohibited form of harassment directed to any student, faculty member or staff of the District or directed to any other person on or about the Site shall be subject to immediate removal and shall be prohibited thereafter from providing or performing any portion of the Work. Upon the District's receipt of any notice or complaint that any person employed directly or indirectly by Contractor on any Subcontractor in performing or providing the Work has engaged in a prohibited form of harassment, the District will promptly undertake an investigation of such notice or complaint. In the event that the District, after such investigation, reasonably determines that a prohibited form of harassment has occurred, the District shall promptly notify the Contractor of the same and direct that the person engaging in such conduct be immediately removed from the Site. Unless the District's determination that a prohibited form of harassment has occurred is grossly negligent or without reasonable cause, District shall have no liability for directing the removal of any person determined to have engaged in a prohibited form of harassment nor shall the Contract Price or the Contract Time be adjusted on account thereof. The indemnity provisions of the Contract Documents apply to any assertion by any person dismissed from performing or providing work at the direction of the District pursuant to this provision; or (ii) the assertion by any person that any person directly or indirectly under the employment or direction of the Contractor has engaged in a prohibited form of harassment directed to or affecting such person. The obligations of the Contractor and the Surety under the preceding sentence are in addition to, and not in lieu of, any other obligation of defense, indemnity and hold harmless whether arising under the Contract Documents, at law or otherwise; these obligations survive completion of the Work or the termination of the Contract.

6.6. Conferences and Meetings.

6.6.1. In addition to the conference and meeting requirements in the Specifications, Contractor's supervisory personnel for the Work and the Contractor's management personnel shall attend all required meetings as required by the Contract Documents or as requested by the District. The Contractor's personnel participating in conferences and meetings relating to the Work shall be authorized to act on behalf of the Contractor and to bind the Contractor. The Contractor is solely responsible for arranging for the attendance by Subcontractors and Material Suppliers at meetings and conferences relating to the Work as necessary, appropriate or as requested by the District.

6.6.2. Preconstruction Conference. The Contractor's representatives (and representatives of Subcontractors as requested by the District) shall attend a preconstruction conference at such time and place as designated by the District. The preconstruction conference will generally address the requirements of the Work and Contract Documents, and to establish construction procedures. Subject matters of the preconstruction conference will include as appropriate: (a) administrative matters, including an overview of the respective responsibilities of the District, Architect, Construction Manager, Contractor, Subcontractors, Project Inspector, and others performing any part of the Work or services relating to the Work; (b) Submittals; (c) Changes; (d) employment practices, including Certified Payroll preparation and submission and prevailing wage rate responsibilities of the Contractor and Subcontractors; (e) Progress Schedule development and maintenance; (f) development of Schedule of Values and payment procedures; (g) implementation of BIM, if applicable; (h) communication procedures, including the handling of Requests for Information; (i) emergency and safety procedures; (j) Site visitor policies; (k) conduct of Contractor/Subcontractor personnel at the Site; and (l) Completion, Punchlist and closeout procedures.

6.6.3. Progress Meetings. Progress meetings will be conducted on regular intervals (weekly unless otherwise expressly indicated elsewhere in the Contract Documents). The Contractor's representatives

and representatives of Subcontractors (as requested by the District) shall attend progress meetings. Progress Meetings will be chaired by the District or the Construction Manager and will generally include as agenda items: Site safety, field issues, coordination of Work, construction progress and impacts to timely Completion, if any. The purposes of the progress meetings include: a formal and regular forum for discussion of the status and progress of the Work by all Project participants, a review of progress or resolution of previously raised issues and action items assigned to the Project participants, and reviews of the Progress schedule and submittals.

6.6.4. Special Meetings. As deemed necessary or appropriate by the District, special meetings will be conducted with the participation of the Contractor, Subcontractors and other Project participants as requested by the District.

6.6.5. Minutes of Meetings. following conclusion of the preconstruction conference, progress meetings and special meetings, the Architect or the Construction Manager will prepare and distribute minutes reflecting the items addressed and actions taken at a meeting or conference. Unless the Contractor notifies the Architect and the Construction Manager in writing of objections or corrections to minutes prepared hereunder within five (5) days of the date of distribution of the minutes, the minutes as distributed shall constitute the official record of the meeting or conference. No objections or corrections of any Subcontractor or Material Supplier shall be submitted directly to the Architect or the Construction Manager; such objections or corrections shall be submitted to the Architect and the Construction Manager through the Contractor. If the Contractor timely interposes objections or notes corrections, the resolution of such matters shall be addressed at the next scheduled progress meeting.

6.7. Purchase of Materials and Equipment

6.7.1. The Contractor is required to order and obtain materials and equipment sufficiently in advance of its Work at no additional cost or advance payment from District to assure that there will be no delays.

6.7.2. Off-Site Storage of Materials and Equipment Only Upon District's Written Consent. Contractor shall not store materials and/or equipment off site without first obtaining the District's express, written consent. If Contractor receives District's consent to store materials and/or equipment off site ("Stored Materials"), Contractor shall comply with all of the following:

6.7.2.1. Property of Others Insurance. Contractor shall procure and maintain, during the entire time Stored Materials are in off-site storage, insurance coverage acceptable to the District that shall protect Contractor and District from all claims for Stored Materials that are lost, stolen, or damaged. The District shall be named as a loss payee for this insurance coverage. The insurance coverage shall include a "loss payable endorsement" stating that all amounts payable will be paid as a joint-check to the Contractor and District. If approved in advance by District, this required insurance may be obtained by an "Employee Theft Protection Insurance Policy" or an "Employee Theft Protection Bond."

6.7.2.2. Payment for Stored Materials. District shall only make payment to Contractor for Stored Materials if agreed upon in advance, in writing, by the District and provided that Contractor submits an itemized list of all Stored Materials with Contractor's Application for Payment. Contractor's itemized list of all Stored Materials shall be supported by all of the following:

6.7.2.2.1. Itemized breakdown of the Stored Materials for the purpose of requesting partial payment, identifying the serial numbers and exact storage location of each piece of equipment and material; and

6.7.2.2.2. Verified invoices for the Stored Materials; and

6.7.2.2.3. Original copy of Property of Others Insurance, Employee Theft Protection

Insurance Policy, or an Employee Theft Protection Bond based on the type of insurance required by the District. These documents shall include certificates and endorsements stating the coverage and that the District is a loss payee or obligee, as appropriate.

6.8. Documents on Work

6.8.1. Contractor shall at all times keep on the Work Site, or at another location as the District may authorize in writing, one legible copy of all Contract Documents, including Addenda and Change Orders, and titles 19 and 24 of the California Code of Regulations, the specified edition(s) of the Uniform Building Code (electronic versions are acceptable), all approved Drawings, Plans, Schedules, and Specifications, and all codes and documents referred to in the Specifications, and made part thereof. These documents shall be kept in good order and available to District, Construction Manager, Architect, Architect's representatives, the Project Inspector(s), and all authorities having jurisdiction. Contractor shall be acquainted with and comply with the provisions of these titles as they relate to this Project. (See particularly the duties of Contractor, title 24, part 1, California Code of Regulations, section 4-343.) Contractor shall also be acquainted with and comply with all California Code of Regulations provisions relating to conditions on this Project, particularly titles 8 and 17. Contractor shall coordinate with Architect and Construction Manager and shall submit its verified report(s) according to the requirements of title 24.

6.8.2. Daily Job Reports.

6.8.2.1. Contractor shall maintain, at a minimum, at least one (1) set of Daily Job Reports on the Project. These must be prepared by the Contractor's employee(s) who are present on Site, and must include, at a minimum, the following information:

- 6.8.2.1.1.** A brief description of all Work performed on that day.
- 6.8.2.1.2.** A summary of all other pertinent events and/or occurrences on that day.
- 6.8.2.1.3.** The weather conditions on that day.
- 6.8.2.1.4.** A list of all Subcontractor(s) working on that day,
- 6.8.2.1.5.** A list of each Contractor employee working on that day and the total hours worked for each employee.
- 6.8.2.1.6.** A complete list of all equipment on Site that day, whether in use or not.
- 6.8.2.1.7.** A complete list of all materials, supplies, and equipment delivered on that day.
- 6.8.2.1.8.** A complete list of all inspections and tests performed on that day.

6.8.2.2. Each day Contractor shall provide a copy of the previous day's Daily Job Report to the District or the District's Construction Manager.

6.9. Preservation of Records

District shall have the right to examine and audit all Daily Job Reports or other Project records of Contractor's project manager(s), project superintendent(s), and/or project foreperson(s), all certified payroll records and/or related documents including, without limitation, payroll, payment, timekeeping and tracking documents; all books, estimates, records, contracts, documents, bid documents, bid cost data, subcontract job cost reports, and other data of the Contractor, any Subcontractor, and/or supplier, including computations and projections related to bidding, negotiating, pricing, or performing the Work or

Contract modification, in order to evaluate the accuracy, completeness, and currency of the cost, manpower, coordination, supervision, or pricing data at no additional cost to the District. These documents may be duplicative and/or be in addition to any Bid Documents held in escrow by the District. Contractor shall make available at its office at all reasonable times the materials described in this paragraph for the examination, audit, or reproduction until three (3) years after final payment under this Contract. Notwithstanding the provisions above, Contractor shall provide any records requested by any governmental agency, if available, after the time set forth above.

6.10. Integration of Work

6.10.1. Contractor shall do all cutting, fitting, patching, and preparation of Work as required to make its several parts come together properly, to fit it to receive or be received by work of other contractors, and to coordinate tolerances to various pieces of work, showing upon, or reasonably implied by, the Drawings and Specifications for the completed structure, and shall conform them as District and/or Architect may direct.

6.10.2. All cost caused by defective or ill-timed Work shall be borne by Contractor, inclusive of repair work.

6.10.3. Contractor shall not endanger any work performed by it or anyone else by cutting, excavating, or otherwise altering work and shall not cut or alter work of any other contractor except with written consent of District.

6.11. Obtaining of Permits and Licenses

6.11.1. Contractor shall secure and pay for all permits, licenses, and certificates as indicated in the Special Conditions.

6.12. Work to Comply with Applicable Laws and Regulations

6.12.1. Contractor shall give all notices and comply with all applicable laws, ordinances, rules, and regulations relating to the Work, including the specific laws, ordinances, rules, and regulations as indicated and specified in the Contract Documents and identified below, including but not limited to the appropriate statutes and administrative code sections. If Contractor observes that Drawings and Specifications are at variance therewith, or should Contractor become aware of the development of conditions not covered by Contract Documents that will result in finished Work being at variance therewith, Contractor shall promptly notify District in writing and any changes deemed necessary by District shall be made as provided in Contract for changes in Work.

6.12.1.1. National Electrical Safety Code, U. S. Department of Commerce

6.12.1.2. National Board of Fire Underwriters' Regulations

6.12.1.3. Uniform Building Code, latest addition, and the California Code of Regulations, title 24, including amendments.

6.12.1.4. Manual of Accident Prevention in Construction, latest edition, published by A.G.C. of America

6.12.1.5. Industrial Accident Commission's Safety Orders, State of California

6.12.1.6. Regulations of the State Fire Marshall (title 19, California Code of Regulations) and Pertinent Local Fire Safety Codes

- 6.12.1.7. Americans with Disabilities Act
- 6.12.1.8. Education Code of the State of California
- 6.12.1.9. Government Code of the State of California
- 6.12.1.10. Labor Code of the State of California, division 2, part 7, Public Works and Public Agencies
- 6.12.1.11. Public Contract Code of the State of California
- 6.12.1.12. California Art Preservation Act
- 6.12.1.13. U. S. Copyright Act
- 6.12.1.14. U. S. Visual Artists Rights Act

6.12.2. Contractor shall comply will all applicable mitigation measures, if any, adopted by any public agency with respect to this Project pursuant to the California Environmental Quality Act (Public Resources Code sections 21000 et. seq.)

6.12.3. If Contractor performs any Work that it knew, or through exercise of reasonable care should have known, to be contrary to any applicable laws, ordinance, rules, or regulations, Contractor shall bear all costs arising therefrom.

6.12.4. Where Specifications or Drawings state that materials, processes, or procedures must be approved by the DSA, State Fire Marshall, or other body or agency, Contractor shall be responsible for satisfying requirements of such bodies or agencies.

6.13. Safety/Protection of Persons and Property

6.13.1. Contractor will be solely and completely responsible for conditions of the Work Site, including safety of all persons and property during performance of the Work. This requirement will apply continuously and not be limited to normal working hours.

6.13.2. The wearing of hard hats will be mandatory at all times for all personnel on Site. Contractor shall supply sufficient hard hats to properly equip all employees and visitors.

6.13.3. Any construction review of the Contractor's performance is not intended to include review of the adequacy of the Contractor's safety measures in, on, or near the Work Site.

6.13.4. Implementation and maintenance of safety programs shall be the sole responsibility of the Contractor.

6.13.5. Contractor shall furnish to the District a copy of the Contractor's safety plan within the time frame indicated in the Contract Documents and specifically adapted for the Project.

6.13.6. Contractor shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the performance of the Contract and shall take all necessary measures and be responsible for the proper care and completion and final acceptance by District. All Work shall be solely at Contractor's risk with the exception of damage to the Work caused by "acts of God" as defined in Public Contract Code section 7105.

6.13.7. Contractor shall take, and require Subcontractors to take, all necessary precautions for safety of workers on the Project and shall comply with all applicable federal, state, local, and other safety laws,

standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to premises where Work is being performed and to provide a safe and healthful place of employment. Contractor shall furnish, erect, and properly maintain at all times, all necessary safety devices, safeguards, construction canopies, signs, nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction.

6.13.8. Hazards Control. Contractor shall store volatile wastes in covered metal containers and remove them from the Site daily. Contractor shall prevent accumulation of wastes that create hazardous conditions. Contractor shall provide adequate ventilation during use of volatile or noxious substances.

6.13.9. Contractor shall designate a responsible member of its organization on the Project, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety, and health of workers. Name and position of person so designated shall be reported to District by Contractor.

6.13.10. Contractor shall correct any violations of safety laws, rules, orders, standards, or regulations. Upon the issuance of a citation or notice of violation by the Division of Occupational Safety and Health, Contractor shall correct such violation promptly.

6.13.11. Storm Water. Contractor shall comply with the District's Storm Water Pollution Prevention Plan (SWPPP) and, if indicated in the Special Conditions, shall be the District's Qualified SWPPP Practitioner, at no additional cost to the District.

6.13.12. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent such threatened loss or injury. Any compensation claimed by Contractor on account of emergency work shall be determined by agreement.

6.13.13. All salvage materials will become the property of the Contractor and shall be removed from the Site unless otherwise called for in the Contract Documents. However, the District reserves the right to designate certain items of value that shall be turned over to the District unless otherwise directed by District.

6.13.14. All connections to public utilities and/or existing on-site services shall be made and maintained in such a manner as to not interfere with the continuing use of same by the District during the entire progress of the Work.

6.13.15. Contractor shall provide such heat, covering, and enclosures as are necessary to protect all Work, materials, equipment, appliances, and tools against damage by weather conditions, such as extreme heat, cold, rain, snow, dry winds, flooding, or dampness.

6.13.16. Contractor shall protect and preserve the Work from all damage or accident, providing temporary roofs, window and door coverings, boxing, or other construction as required by the Architect. Contractor shall be responsible for existing structures, walks, roads, trees, landscaping, and/or improvements in working areas; and shall provide adequate protection therefor. If temporary removal is necessary of any of the above items, or damage occurs due to the Work, the Contractor shall replace same at its expense with same kind, quality, and size of Work or item damaged. This shall include any adjoining property of the District and others.

6.13.17. Contractor shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property, and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto

caused by construction operations.

6.13.18. Contractor shall confine apparatus, the storage of materials, and the operations of workers to limits indicated by law, ordinances, permits, or directions of Architect, and shall not interfere with the Work or unreasonably encumber Premises or overload any structure with materials. Contractor shall enforce all instructions of District and Architect regarding signs, advertising, fires, and smoking, and require that all workers comply with all regulations while on Project Site.

6.13.19. Contractor, Contractor's employees, Subcontractors, Subcontractors' employees, or any person associated with the Work shall conduct themselves in a manner appropriate for a school site. No verbal or physical contact with neighbors, students, and faculty, profanity, or inappropriate attire or behavior will be permitted. District may require Contractor to permanently remove noncomplying persons from Project Site.

6.13.20. Contractor shall take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed, Contractor shall have a civil engineer, registered as a professional engineer in California, replace them at no cost to District.

6.13.21. In the event that the Contractor enters into any agreement with owners of any adjacent property to enter upon the adjacent property for the purpose of performing the Work, Contractor shall fully indemnify, defend, and hold harmless each person, entity, firm, or agency that owns or has any interest in adjacent property. The form and content of the agreement of indemnification shall be approved by the District prior to entering the adjacent property. The Contractor shall also indemnify the District as provided in the indemnification provision herein. These provisions shall be in addition to any other requirements of the owners of the adjacent property.

6.13.22. Use of Drones. Contractor may utilize drones or similar aerial equipment to monitor the progress of the Work and for security purposes, but Contractor must comply with all legal requirements of the Federal government, the State of California, and the County and City in which the Project is located, applicable to the use of drones or similar aerial equipment. In addition, Contractor shall ensure that no photographs, videos or digital recordings of any kind are taken of District students or staff.

6.14. Working Evenings and Weekends

Contractor may be required to work evenings and/or weekends at no additional cost to the District. Contractor shall give the District seventy-two (72) hours' notice prior to performing any evening and/or weekend work. Contractor shall perform all evening and/or weekend work only upon District's written approval and in compliance with all applicable rules, regulations, laws, and local ordinances including, without limitation, all noise and light limitations. Contractor shall reimburse the District for any Inspector charges necessitated by the Contractor's evening and/or weekend work.

6.15. Noise and Dust Control

6.15.1. In addition to the noise control, dust control and related requirements in the Specifications, Contractor shall control the noise and dust at the Site as indicated here.

6.15.2. Noise Control. The Contractor shall install noise reducing devices on construction equipment. Contractor shall comply with the requirements of the city and county having jurisdiction with regard to noise ordinances governing construction sites and activities. Construction equipment noise at the Site shall be limited as required by applicable law, rule or regulation. If classes are in session at any point during the progress of the Work, and, in the District's reasonable discretion, the noise from any Work disrupts or disturbs the students or faculty or the normal operation of the school at the Site, at the District's request, the Contractor shall schedule the performance of that Work around normal school

hours or make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

6.15.3. Dust Control. The Contractor shall be fully and solely responsible for maintaining and upkeeping all areas of the Site and adjoining areas, outdoors and indoors, free from flying debris, grinding powder, sawdust, dirt and dust as well as any other product, product waste or work waste, that by becoming airborne may cause respiratory inconveniences to persons, particularly to students and District personnel. Additionally, the Contractor shall take specific care to avoid deposits of airborne dust or airborne elements. Those protection devices, systems or methods shall be in accordance with the regulations set forth by the EPA and OSHA, and other applicable law, rule or regulation. Additionally, the Contractor shall be responsible to regularly and routinely clean up and remove any and all deposits of dust and other elements. Damage and/or any liability derived from the Contractor's failure to comply with these requirements shall be exclusively at the cost of the Contractor, including, without limitation, any and all penalties that may be incurred for violations of applicable law, rule or regulation, and any amounts expended by the District to pay such damages shall be due and payable to the District on demand. Contractor shall replace any damages property or part thereof and professionally clean any and all items that become covered or partially covered to any degree by dust or other airborne elements. If classes are in session at any point during the progress of Work, and, in the District's reasonable discretion, flying debris, grinding powder, sawdust, dirt or dust from any Work disrupts or disturbs the students or faculty or the normal operation of the school, at the District's request, the Contractor shall schedule the performance of all that Work around normal school hours and make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

6.15.4. Contractor Failure to Comply. If the Contractor fails to comply with the requirements for dust control, noise control, or any other maintenance or clean up requirement of the Contract Documents, the District, Architect, Project Inspector, or Construction Manager shall notify the Contractor in writing and the Contractor shall take immediate action. Should the Contractor fail to respond with immediate and responsive action and not later than twenty-four (24) hours from that notification, the District shall have the absolute right to proceed as it may deem necessary to remedy such matter. Any and all costs incurred by the District in connection with those actions shall be the sole responsibility of, and be borne by, the Contractor; the District may deduct those amounts from the Contract Price then or thereafter due the Contractor.

6.16. Cleaning Up

6.16.1. The Contractor shall provide all services, labor, materials, and equipment necessary for protecting the Work, all school occupants, furnishings, equipment, and building structure from damage until its Completion and final acceptance by District. Dust barriers shall be provided to isolate dust and dirt from construction operations. At Completion of the Work and portions thereof, Contractor shall clean to the original state any areas beyond the Work area that become dust laden as a result of the Work. The Contractor must erect the necessary warning signs and barricades to ensure the safety of all school occupants. The Contractor at all times must maintain good housekeeping practices to reduce the risk of fire damage and must make a fire extinguisher, fire blanket, and/or fire watch, as applicable, available at each location where cutting, braising, soldering, and/or welding is being performed or where there is an increased risk of fire.

6.16.2. Contractor at all times shall keep Premises free from debris such as waste, rubbish, and excess materials and equipment caused by the Work. Contractor shall not leave debris under, in, or about the Premises, but shall promptly remove same from the Premises on a daily basis. If Contractor fails to clean up, District may do so and the cost thereof shall be charged to Contractor. If Contract is for work on an existing facility, Contractor shall also perform specific clean-up on or about the Premises upon request by the District as it deems necessary for the continuing education process. Contractor shall comply with all related provisions of the Specifications.

6.16.3. If the Construction Manager, Architect, or District observes the accumulation of trash and debris, the District will give the Contractor a 24-hour written notice to mitigate the condition.

6.16.4. Should the Contractor fail to perform the required clean-up, or should the clean-up be deemed unsatisfactory by the District, the District will then perform the clean-up. All cost associated with the clean-up work (including all travel, payroll burden, and costs for supervision) will be deducted from the Contract Price, or District may withhold those amounts from payment(s) to Contractor.

7. SUBCONTRACTORS

- 7.1.** Contractor shall provide the District with information for all Subcontracts as required in the Contractor's Submittals and Schedules Section.
- 7.2.** No contractual relationship exists between the District and any Subcontractor, supplier, or sub-subcontractor by reason of the Contract.
- 7.3.** Contractor agrees to bind every Subcontractor by terms of the Contract as far as those terms are applicable to Subcontractor's work. If Contractor shall subcontract any part of the Contract, Contractor shall be as fully responsible to District for acts and omissions of any Subcontractor and of persons either directly or indirectly employed by any Subcontractor, as it is for acts and omissions of persons directly employed by Contractor. The divisions or sections of the Specifications are not intended to control the Contractor in dividing the Work among Subcontractors or limit the work performed by any trade.
- 7.4.** District's consent to, or approval of, or failure to object to, any Subcontractor under the Contract shall not in any way relieve Contractor of any obligations under the Contract and no such consent shall be deemed to waive any provisions of the Contract.
- 7.5.** Contractor acknowledges sections 4100 through 4114 of the Public Contract Code of the State of California, as regards subletting and subcontracting, and shall comply with all applicable requirements therein. In addition, Contractor acknowledges sections 1720 through 1861 of the Labor Code of the State of California, as regards the payment of prevailing wages and related issues, and shall comply with all applicable requirements therein all including, without limitation, section 1775 and the Contractor's and Subcontractors' obligations and liability for violations of prevailing wage law and other applicable laws.
- 7.6.** No Contractor whose Bid is accepted shall, without consent of the awarding authority and in full compliance with section 4100, et seq, of the Public Contract Code, including, without limitation, sections 4107, 4107.5, and 4109 of the Public Contract Code, either:
 - 7.6.1.** Substitute any person as a Subcontractor in place of the Subcontractor designated in the original Bid; or
 - 7.6.2.** Permit any Subcontract to be assigned or transferred, or allow any portion of the Work to be performed by anyone other than the original Subcontractor listed in the Bid; or
 - 7.6.3.** Sublet or subcontract any portion of the Work in excess of one-half of one percent (1/2 of 1%) of the Contractor's total bid as to which his original bid did not designate a Subcontractor.
- 7.7.** The Contractor shall be responsible for the coordination of the trades, Subcontractors, sub-subcontractors, and material or equipment suppliers working on the Project.
- 7.8.** Contractor is solely responsible for settling any differences between the Contractor and its

Subcontractor(s) or between Subcontractors.

- 7.9. Contractor must include in all of its subcontracts the assignment provisions as indicated in the Termination section of these General Conditions.

8. OTHER CONTRACTS/CONTRACTORS

- 8.1. District reserves the right to let other contracts, and/or to perform work with its own forces, in connection with other portions of the Project or other construction or operations at or about the Site. Contractor shall afford other contractor's reasonable opportunity for introduction and storage of their materials and execution of their work and shall properly coordinate and connect Contractor's Work with the work of other contractors.
- 8.2. In addition to Contractor's obligation to protect its own Work, Contractor shall protect the work of any other contractor that Contractor encounters while working on the Site.
- 8.3. If any part of Contractor's Work depends for proper execution or results upon work of District or any other contractor, Contractor shall inspect and promptly report to the District in writing before proceeding with its Work any defects in District's or any other contractor's work that render Contractor's Work unsuitable for proper execution and results. Contractor shall be held accountable for damages to District for District's or any other contractor's work that Contractor failed to inspect or should have inspected. Contractor's failure to inspect and report shall constitute Contractor's acceptance of all District's or any other contractor's work as fit and proper for reception of Contractor's Work, except as to defects that may develop in District's or any other contractor's work after execution of Contractor's Work.
- 8.4. To ensure proper execution of its subsequent work, Contractor shall measure and inspect work already in place and shall at once report to the District in writing any discrepancy between that executed work and the Contract Documents.
- 8.5. Contractor shall ascertain to its own satisfaction the scope of the Project and nature of District's or any other contracts that have been or may be awarded by District in completion of the Project to the end that Contractor may perform this Contract in light of the other contracts, if any.
- 8.6. Nothing herein contained shall be interpreted as granting to Contractor exclusive occupancy of the Site, the Premises, or of the Project. The District shall have complete access to the Project Site for any reasonable purpose at all times. Contractor shall not cause any unnecessary hindrance or delay to the use and/or school operation(s) of the Premises and/or to District or any other contractor working on the Project. If simultaneous execution of any contract or school operation is likely to cause interference with performance of Contractor's Contract, Contractor shall coordinate with those contractor(s), person(s), and/or entity(s) and shall notify the District of the resolution.

9. DRAWINGS AND SPECIFICATIONS

- 9.1. A complete list of all Drawings that form a part of the Contract is to be found as an index on the Drawings themselves, and/or may be provided to the Contractor and/or in the Table of Contents.
- 9.2. Materials or Work described in words that so applied have a well-known technical or trade meaning shall be deemed to refer to recognized standards, unless noted otherwise.
- 9.3. Trade Name or Trade Term. It is not the intention of the Contract to go into detailed descriptions of any materials and/or methods commonly known to the trade under "trade name" or "trade term." The mere mention or notation of "trade name" or "trade term" shall be considered sufficient notice to Contractor that it will be required to complete the work so named, complete, finished, and operable,

with all its appurtenances, according to the best practices of the trade.

- 9.4. The naming of any material and/or equipment shall mean furnishing and installing of same, including all incidental and accessory items thereto and/or labor therefor, as per best practices of the trade(s) involved, unless specifically noted otherwise.
- 9.5. Contract Documents are complementary, and what is called for by one shall be binding as if called for by all. As such, Drawings and Specifications are intended to be fully cooperative and to agree. However, if Contractor observes that Drawings and Specifications are in conflict, Contractor shall promptly notify District and Architect in writing, and any necessary changes shall be made as provided in the Contract Documents.
- 9.6. In the case of discrepancy or ambiguity in the Contract Documents, the order of precedence in the Agreement shall prevail. However, in the case of discrepancy or ambiguity solely between and among the Drawings and Specifications, the discrepancy or ambiguity shall be resolved in favor of the interpretation that will provide District with the functionally complete and operable Project described in the Drawings and Specifications. In case of ambiguity, conflict, or lack of information, District will furnish clarifications with reasonable promptness.
- 9.7. Drawings and Specifications are intended to comply with all laws, ordinances, rules, and regulations of constituted authorities having jurisdiction, and where referred to in the Contract Documents, the laws, ordinances, rules, and regulations shall be considered as a part of the Contract within the limits specified. Contractor shall bear all expense of correcting work done contrary to said laws, ordinances, rules, and regulations.

9.8. Ownership of Drawings

9.8.1. All copies of the Drawings, Designs, Specifications, and copies of other incidental architectural and engineering work, or copies of other Contract Documents furnished by District, are the property of District. They are not to be used by Contractor in other work and, with the exception of signed sets of Contract Documents, are to be returned to District on request at Completion of Work, or may be used by District as it may require without any additional costs to District. Neither the Contractor nor any Subcontractor, or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications, and other documents prepared by the Architect. District hereby grants the Contractor, Subcontractors, sub-subcontractors, and material or equipment suppliers a limited license to use applicable portions of the Drawings prepared for the Project in the execution of their Work under the Contract Documents.

10. CONTRACTOR'S SUBMITTALS AND SCHEDULES

Contractor's submittals shall comply with the provisions and requirements of the Specifications including, without limitation Submittals. No submittal, unless approved in writing by the District as acceptable and complete, shall be a Contract Document.

10.1. Schedules, Safety Plan and Complete Subcontractor List

10.1.1. Within **TEN (10)** calendar days after the date of the Notice to Proceed (unless otherwise specified in the Notice to Proceed or in the Special Conditions), Contractor shall prepare and submit to the District for review, in a form supported by sufficient data to substantiate its accuracy as the District may require:

10.1.1.1. **Schedule of Work.** Contractor shall provide a preliminary schedule of construction indicating the starting and completion dates of the various stages of the Work, including any information and following any form as may be specified in the Specifications. Once approved by District, this shall become the Construction Schedule. This schedule shall include and identify all tasks

that are on the Project's critical path with a specific determination of the start and completion of each critical path task, all contract milestones and each milestone's completion date(s) as may be required by the District, and the date of Project Completion.

10.1.1.1.1. Proposed Advanced Schedule. The District is not required to accept an early completion ("advanced") schedule; i.e., one that shows early completion dates for the Contract completion or milestones. Contractor shall not be entitled to extra compensation if the District allows the Contractor to proceed performing the Contract on an earlier ("advanced") schedule and Contractor completes the Project, for whatever reason, beyond the date shown in that earlier ("advanced") schedule, but within the Time for Completion indicated in the Contract. A schedule showing the work completed in less than the Time for Completion indicated in the Contract, shall be considered to have Project Float.

10.1.1.1.2. Float or Slack in the Schedule. Float or slack is the amount of time between the early start date and the late start date, or the early finish date and the late finish date, of any of the activities in the schedule. Float or slack is not for the exclusive use of or benefit of either the District or the Contractor, but its use shall be determined solely by the District.

10.1.1.2. Schedule of Submittals. The Contractor shall provide a preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals. Once approved by District, this shall become the Submittal Schedule. All submittals shall be forwarded to the District by the date indicated on the approved Submittal Schedule, unless an earlier date is necessary to maintain the Construction Schedule, in which case those submittals shall be forwarded to the District so as not to delay the Construction Schedule.

10.1.1.3. Schedule of Values. The Contractor shall provide a preliminary schedule of values for all component parts of the Work for which progress payments may be requested. The schedule of values must include quantities and prices of items totaling the Contract Price and must subdivide the Work into component parts in sufficient detail to serve as the basis for progress payments during construction. The preliminary schedule of values should include, at a minimum, the following information and the following structure:

10.1.1.3.1. Divided into at least the following categories:

- 10.1.1.3.1.1.** Overhead and profit;
- 10.1.1.3.1.2.** Supervision;
- 10.1.1.3.1.3.** General conditions;
- 10.1.1.3.1.4.** Layout;
- 10.1.1.3.1.5.** Mobilization;
- 10.1.1.3.1.6.** Submittals;
- 10.1.1.3.1.7.** Bonds and insurance;
- 10.1.1.3.1.8.** Closeout documentation;
- 10.1.1.3.1.9.** Demolition;
- 10.1.1.3.1.10.** Installation;
- 10.1.1.3.1.11.** Rough-in;
- 10.1.1.3.1.12.** Finishes;
- 10.1.1.3.1.13.** Testing;
- 10.1.1.3.1.14.** Punch List and acceptance.

10.1.1.3.2. Divided by each of the following areas:

- 10.1.1.3.2.1.** Site work;
- 10.1.1.3.2.2.** By each building;
- 10.1.1.3.2.3.** By each floor.

10.1.1.3.3. The preliminary schedule of values shall not provide for values any greater than the following percentages of the Contract value:

- 10.1.1.3.3.1.** Mobilization and layout combined to equal not more than 1%;
- 10.1.1.3.3.2.** Submittals, samples and shop drawings combined to equal not more than 3%;
- 10.1.1.3.3.3.** Bonds and insurance combined to equal not more than 2%.

10.1.1.3.4. Closeout Documentation. Closeout Documentation shall have a value in the preliminary schedule of not less than 5%. The value for Closeout Documentation shall be in addition to and shall not be a part of the Contract retention.

10.1.1.3.5. All items on the Schedule of Values must have a specific completion date on the Construction Schedule, or District has approved the Construction Schedule and the Construction Schedule is fully cost-loaded and resource-loaded, unless waived by the District in writing, and detailed as required by the Contract Documents

10.1.1.3.6. Contractor shall certify that the preliminary schedule of values as submitted to the District is accurate and reflects the costs as developed in preparing Contractor's bid. The preliminary schedule of values shall be subject to the District's review and approval of the form and content thereof. In the event that the District objects to any portion of the preliminary schedule of values, the District shall notify the Contractor, in writing, of the District's objection(s) to the preliminary schedule of values. Within five (5) calendar days of the date of the District's written objection(s), Contractor shall submit a revised preliminary schedule of values to the District for review and approval. The foregoing procedure for the preparation, review and approval of the preliminary schedule of values shall continue until the District has approved the entirety of the preliminary schedule of values.

10.1.1.3.7. Once the preliminary schedule of values is approved by the District, this shall become the Schedule of Values. The Schedule of Values shall not be thereafter modified or amended by the Contractor without the prior written consent and approval of the District, which may be granted or withheld in the sole discretion of the District.

10.1.1.3.8. Notwithstanding any provision of the Contract Documents to the contrary, payment of the Contractor's overhead, supervision, general conditions costs, and profit, as reflected in the Schedule of Values, shall be paid by the District in equal installments, based on percentage complete, with the disbursement of Progress Payments and the Final Payment.

10.1.1.3.9. The Contractor shall not "front-load" the Schedule of Values with false dollar amounts for activities to be performed in the early stages of the Project. The District may, in its sole discretion, utilize the costs listed in the Schedule of Values as the true cost of items to be deducted from the Contract Price through credit or deductive Change Order. The values for each line item shall include the amount of overhead and profit applicable to each item of work and shall include, at a minimum, a breakdown between rough and finish Work for the basic trades as well as individual dollar figures for large dollar equipment and materials to be installed or furnished for the Project. No individual line item or scope of work in the Schedule of Values shall exceed \$50,000, except with the express, written consent of the District. Exceptions will be given by the District for a single item of Equipment for which the true cost exceeds \$50,000. The Schedule of Values shall be subject to the District's review and approval of the form and content thereof. Upon request, Contractor shall provide District with data and documentation substantiating the accuracy of the proposed line items. In the event that the District shall reasonably object to any portion of the Schedule of Values, within ten (10) days of the District's receipt of the Schedule of Values, the District shall notify the Contractor, in writing of the District's objection(s) to the Schedule of Values together with any request for substantiating data

or documentation. Within five (5) days of the date of the District's written objection(s) and request for substantiating data and documentation, Contractor shall submit a revised Schedule of Values to the District for review and approval together with the requested data and documentation. The foregoing procedure for the preparation, review and approval of the Schedule of Values shall continue until the District has approved of the entirety of the Schedule of Values. Once the Schedule of Values is approved by the District, the Schedule of Values shall not be thereafter modified or amended by the Contractor without the prior consent and approval of the District, which may be granted or withheld in the sole reasonable discretion of the District. Notwithstanding any provision of the Contract Documents to the contrary, payment of the Contractor's overhead, supervision and general conditions costs and profit, as such items are reflected in the Schedule of Values, shall be made incrementally as included in the activities included in the Approved Construction Schedule.

10.1.1.4. Safety Plan. The Contractor shall provide a preliminary Contractor's Safety Plan specifically adapted for the Project. Contractor's Safety Plan shall comply with the following requirements:

10.1.1.4.1. All applicable requirements of California Division of Industrial Safety ("CalOSHA") and/or of the United States Occupational Safety and Health Administration ("OSHA").

10.1.1.4.2. All provisions regarding Project safety, including all applicable provisions in these General Conditions.

10.1.1.4.3. Contractor's Safety Plan shall be prepared in both English and in the predominant language(s) of the Contractor's and its Subcontractors' employees.

10.1.1.5. Complete Subcontractor List. Contractor shall provide a preliminary Subcontractor List stating the name, address, telephone number, facsimile number, California State Contractors License number, classification, and monetary value of all Subcontracts for parties furnishing labor, material, or equipment for the Project.

10.1.2. Contractor must provide all schedules both in hard copy and electronically, in a format (e.g., Microsoft Project or Primavera) approved in advance by the District.

10.1.3. The District will review the schedules submitted and the Contractor shall make changes and corrections in the schedules as requested by the District and resubmit the schedules until approved by the District.

10.1.4. The District shall have the right at any time to revise the Schedule of Values if, in the District's sole opinion, the Schedule of Values does not accurately reflect the value of the Work performed.

10.1.5. All submittals and schedules must be approved by the District before Contractor can rely on them as a basis for payment.

10.2. Monthly Progress Schedule(s)

10.2.1. Contractor shall provide Monthly Progress Schedule(s) to the District. A Monthly Progress Schedule shall update the approved Construction Schedule or the last Monthly Progress Schedule, showing all work completed and to be completed. The Monthly Progress Schedule shall be sent to the District and shall be in a format acceptable to the District and contain a written narrative of the progress of work that month and any changes, delays, or events that may affect the work. The process for District approval of the Monthly Progress Schedule shall be the same as the process for approval of the Construction Schedule.

10.2.2. Contractor shall also submit Monthly Progress Schedule(s) with all payment applications.

10.3. Material Safety Data Sheets (MSDS)

Contractor is required to ensure Material Safety Data Sheets are available in a readily accessible place at the Work Site for any material requiring a Material Safety Data Sheet per the Federal “Hazard Communication” standard, or employees right to know law. The Contractor is also required to ensure proper labeling on substances brought onto the Project Site and that any person working with the material or within the general area of the material is informed of the hazards of the substance and follows proper handling and protection procedures. Two additional copies of the Material Safety Data Sheets shall also be submitted directly to the District.

10.4. Logistic Plan

Contractor shall provide a staging and logistics plan identifying laydown areas, loading and unloading areas, crane locations, fence locations, temporary utility connections, trailer locations, and emergency evacuation meeting area. This Logistics Plan must be approved by the District prior to the Contractor mobilizing on the Site.

10.5. Information Included in Submittals.

All Submittals shall be accompanied by a written transmittal and each set of plans shall carry a “wet stamp” or other writing by the Contractor providing an identification of the portion of the Drawings or the Specifications pertaining to the Submittal, with each Submittal numbered consecutively for ease of reference along with the following information: (i) date of submission; (ii) Project name; (iii) name of submitting Subcontractor; and (iv) if applicable, the revision number. The foregoing information is in addition to, and not in lieu of, any other information required for the District’s review, evaluation and approval of the Contractor’s Submittals. Each Submittal shall be complete with its required number of copies, no piecemeal documentation is allowed. Any Submittal not bearing the required wet stamp as stated herein, shall be rejected until the appropriate wet stamp information is provided on each submittal.

10.6. Verification of Submittal Information.

By approving and submission of Submittals, the Contractor represents to the District and Architect that the Contractor has determined and verified materials, field measurements, field construction criteria, catalog numbers and similar data related thereto and has checked and coordinated the information contained within such Submittals with the requirements of the Work and of the Contract Documents. Each Submittal shall include the following certification duly executed by the Contractor’s Superintendent or Project Manager for the Work: “The Contractor has reviewed and approved the field dimensions and construction criteria of the attached Submittal. The Contractor has verified that the Submittal is complete and includes notations of any portion of the Work depicted in the Submittal which is not in strict conformity with the Contract Documents. The information in the attached Submittal has been reviewed and coordinated by the Contractor with information included in other Submittals.”

10.7. Contractor Responsibility for Deviations.

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District’s and Architect’s review of Submittals unless the Contractor has specifically informed the District in writing of such deviation at the time of submission of the Submittal and the District has given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Submittals by the District’s and Architect’s review or comments thereon.

10.8. No Performance of Work Without Architect Review.

The Contractor shall perform no portion of the Work requiring the District's and Architect's review of Submittals until the District and Architect have completed their review and returned the Submittal to the Contractor indicating "No Exception Taken" to that Submittal. The Contractor shall not perform any portion of the Work forming a part of a Submittal or which is affected by a related Submittal until the entirety of the Submittal or other related Submittal has been fully processed. All Work shall be in accordance with the final action taken by the District and the Architect review in review of Submittals and other applicable portions of the Contract Documents.

10.9. District and Architect Review of Submittals.

The purpose of the District's and Architect's review of Submittals and the time for the District's and Architect's return of Submittals to the Contractor shall be as set forth elsewhere in the Contract Documents. If the District and/or Architect return a Submittal as rejected or requiring correction(s) with re-submission, the Contractor, so as not to delay the progress of the Work, shall promptly thereafter resubmit a Submittal conforming to the requirements of the Contract Documents; the resubmitted Submittal shall indicate the portions thereof modified in accordance with the District's and Architect's direction. When professional certification of performance criteria of materials, systems or equipment is required by the Contract Documents, the District shall be entitled to rely upon the accuracy and completeness of the Contractor's calculations and certifications accompanying Submittals. The District's and Architect's review of the Submittals is for the limited purposes described in the Contract Documents. The District and Architect will review each Submittal twice. Should additional Submittals be required as a result of failure of the Contractor to address comments, the Contractor will pay for the Architect's services on a time and material basis for each subsequent review.

10.10. Deferred Approval Items.

In the event that any portion of the Work is designated in the Contract Documents as a "Deferred Approval" item from DSA, Contractor shall be solely and exclusively responsible for the preparation of Submittals for such item(s) in a timely manner so as not to delay or hinder the completion of the Work within the Contract Time. All work, labor, materials, equipment or services necessary to complete the design, engineering and permitting/approval of the Deferred Approval items shall be provided by the Contractor without adjustment of the Contract Price or the Contract Time.

10.11. Contractor Responsibility for Deviations

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District's or Architect's review of Submittals unless the Contractor has specifically informed the District and the Architect in writing of such deviation at the time of submission of the Submittal and the District and the Architect have given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in Submittals by the District's or the Architect's review or comments thereon.

11. SITE ACCESS, CONDITIONS AND REQUIREMENTS

11.1. Site Investigation

Before bidding on the Work, Contractor shall make a careful investigation of the Site and thoroughly familiarize itself with the requirements of the Contract. By the act of submitting a bid for the Work included in the Contract, Contractor shall be deemed to have made a complete study and investigation, and to be familiar with and accepted the existing conditions of the Site.

11.2. Soils Investigation Report

11.2.1. When a soils investigation report obtained from test holes at Site is available, that report shall be available to the Contractor but shall not be a part of the Contract. Any information obtained from that report or any information given on Drawings as to subsurface soil condition or to elevations of existing grades or elevations of underlying rock is approximate only, is not guaranteed, does not form a part of the Contract, and Contractor may not rely thereon. By submitting its bid, Contractor acknowledges that it made visual examination of Site and made whatever tests Contractor deems appropriate to determine underground condition of soil.

11.2.2. Contractor agrees that no claim against District will be made by Contractor for damages and hereby waives any rights to damages if, during progress of Work, Contractor encounters subsurface or latent conditions at Site materially differing from those shown on Drawings or indicated in Specifications, or for unknown conditions of an unusual nature that differ materially from those ordinarily encountered in the work of the character provided for in Plans and Specifications, except as indicated in the provisions of these General Conditions regarding trenches, trenching, and/or existing utility lines.

11.3. Access to Work

District and its representatives shall at all times have access to Work wherever it is in preparation or progress, including storage and fabrication. Contractor shall provide safe and proper facilities for access so that District's representatives may perform their functions.

11.4. Layout and Field Engineering

11.4.1. All field engineering required for layout of this Work and establishing grades for earthwork operations shall be furnished by Contractor at its expense. This Work shall be done by a qualified, California-registered civil engineer approved in writing by District and Architect. Any required Record and/or As-Built Drawings of Site development shall be prepared by the approved civil engineer.

11.4.2. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility, and general character of the Site and for having satisfied itself as to the conditions under which the Work is to be performed. District shall not be liable for any claim for allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site.

11.4.3. Contractor shall protect and preserve established benchmarks and monuments and shall make no changes in locations without the prior written approval of District. Contractor shall replace any benchmarks or monuments that are lost or destroyed subsequent to proper notification of District and with District's approval.

11.5. Utilities for Construction

Utilities necessary to complete the Work and to completely perform all of the Contractors' obligations shall be obtained by the Contractor without adjustment of the Contract Price. The Contractor shall furnish and install necessary or appropriate temporary distributions of utilities, including utilities furnished by the District. Any such temporary distributions shall be removed by the Contractor upon completion of the Work. The costs of all such utility services, including the installation and removal of temporary distributions thereof, shall be borne by the Contractor and included in the Contract Price. Also refer to other utility requirements as indicated in the Specifications.

11.6. Sanitary Facilities

At all times during Work at the Site, the Contractor shall obtain and maintain temporary sanitary facilities in conformity with applicable law, rule or regulation. The Contractor shall maintain temporary sanitary facilities in a neat and clean manner with sufficient toilet room supplies. Personnel engaged in the Work are not permitted to use toilet facilities at the Site. Also refer to other Sanitary facility requirements as

indicated in the Specifications.

11.7. Surveys

Contractor shall provide surveys done by a California-licensed civil engineer surveyor to determine locations of construction, grading, and site work as required to perform the Work.

11.8. Regional Notification Center

Contractor, except in an emergency, shall contact the appropriate regional notification center at least two (2) days prior to commencing any excavation if the excavation will be conducted in an area or in a private easement that is known, or reasonably should be known, to contain subsurface installations other than the underground facilities owned or operated by the District, and obtain an inquiry identification number from that notification center. No excavation shall be commenced and/or carried out by the Contractor unless an inquiry identification number has been assigned to the Contractor or any Subcontractor and the Contractor has given the District the identification number. Any damages arising from Contractor's failure to make appropriate notification shall be at the sole risk and expense of the Contractor. Any delays caused by failure to make appropriate notification shall be at the sole risk of the Contractor and shall not be considered for an extension of the Contract time.

11.9. Existing Utility Lines

11.9.1. Pursuant to Government Code section 4215, District assumes the responsibility for removal, relocation, and protection of main or trunk utility lines and facilities located on the construction Site at the time of commencement of construction under the Contract with respect to any such utility facilities that are not identified in the Plans and Specifications. Contractor shall not be assessed for liquidated damages for delay in completion of the Project caused by failure of District or the owner of a utility to provide for removal or relocation of such utility facilities.

11.9.2. Locations of existing utilities provided by District shall not be considered exact, but approximate within reasonable margin and shall not relieve Contractor of responsibilities to exercise reasonable care nor costs of repair due to Contractor's failure to do so. District shall compensate Contractor for the costs of locating, repairing damage not due to the failure of Contractor to exercise reasonable care, and removing or relocating such utility facilities not indicated in the Plans and Specifications with reasonable accuracy, and for equipment necessarily idle during such work.

11.9.3. No provision herein shall be construed to preclude assessment against Contractor for any other delays in completion of the Work. Nothing in this Article shall be deemed to require District to indicate the presence of existing service laterals, appurtenances, or other utility lines, within the exception of main or trunk utility lines, whenever the presence of these utilities on the Site can be inferred from the presence of other visible facilities, such as buildings, meter junction boxes, on or adjacent to the Site.

11.9.4. If Contractor, while performing Work, discovers utility facilities not identified by District in Contract Plans and Specifications, Contractor shall immediately, but in no case longer than two (2) Business Days, notify the District and the utility in writing. The cost of repair for damage to above-mentioned visible facilities without prior written notification to the District shall be borne by the Contractor.

11.10. Notification

Contractor understands, acknowledges and agrees that the purpose for prompt notification to the District pursuant to these provisions is to allow the District to investigate the condition(s) so that the District shall have the opportunity to decide how the District desires to proceed as a result of the condition(s). Accordingly, failure of Contractor to promptly notify the District in writing, pursuant to the applicable

provisions of these General Conditions, shall constitute Contractor's waiver of any claim for damages or delay incurred as a result of the condition(s).

11.11. Hazardous Materials

Contractor shall comply with all provisions and requirements of the Contract Documents related to hazardous materials including, without limitation, certifications related to hazardous materials in the document entitled Certifications to be Completed by Contractor.

11.12. No Signs

Neither the Contractor nor any other person or entity shall display any signs not required by law or the Contract Documents at the Site, fences trailers, offices, or elsewhere on the Site without specific prior written approval of the District.

12. TRENCHES

12.1. Trenches Greater Than Five Feet

Pursuant to Labor Code section 6705, if the Contract Price exceeds \$25,000 and involves the excavation of any trench or trenches five (5) feet or more in depth, the Contractor shall, in advance of excavation, promptly submit to the District and/or a registered civil or structural engineer employed by the District or Architect, a detailed plan showing the design of shoring for protection from the hazard of caving ground during the excavation of such trench or trenches.

12.2. Excavation Safety

If such plan varies from the Shoring System Standards established by the Construction Safety Orders, the plan shall be prepared by a registered civil or structural engineer, but in no case shall such plan be less effective than that required by the Construction Safety Orders. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the District or by the person to whom authority to accept has been delegated by the District.

12.3. No Tort Liability of District

Pursuant to Labor Code section 6705, nothing in this Article shall impose tort liability upon the District or any of its employees.

12.4. No Excavation without Permits

The Contractor shall not commence any excavation Work until it has secured all necessary permits including the required CAL OSHA excavation/shoring permit. Any permits shall be prominently displayed on the Site prior to the commencement of any excavation.

12.5. Discovery of Hazardous Waste, Unusual Conditions and/or Unforeseen Conditions

12.5.1. Pursuant to Public Contract Code section 7104, if the Work involves digging trenches or other excavations that extend deeper than four (4) feet below the surface, the Contractor shall immediately, but in no case longer than two (2) Business Days, and before the following conditions are disturbed, notify the District, in writing, of any:

12.5.1.1. Material that the Contractor believes may be material that is hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law.

12.5.1.2. Subsurface or latent physical conditions at the Site differing from those indicated.

12.5.1.3. Unknown physical conditions at the Site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract.

12.5.2. The District shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work, shall issue a Change Order under the procedures described herein.

12.5.3. In the event that a dispute arises between District and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Completion date provided for by the Contract, but shall proceed with all work to be performed under the Contract. The Contractor shall retain any and all rights provided by the Contract or by law that pertain to the resolution of disputes and protests, which include the requirement that Contractor complies with the notice and PCO provisions of the Contract Documents. Contractor's failure to submit a proposed change order pursuant to the terms of the Contract Documents shall be deemed a waiver of Contractor's right to an adjustment of the Contract Price of Contract Time.

13. INSURANCE AND BONDS

13.1. Insurance

Unless different provisions and/or limits are indicated in the Special Conditions, all insurance required of Contractor and/or its Subcontractor(s) shall be in the amounts indicated herein and include the provisions set forth herein.

13.1.1. Commercial General Liability and Automobile Liability Insurance

13.1.1.1. Contractor shall procure and maintain, during the life of the Contract, Commercial General Liability Insurance and Automobile Liability Insurance that shall protect Contractor, District, State, Construction Manager(s), Project Inspector(s), and Architect(s) from all claims for bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising from operations under the Contract. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form. Contractor shall ensure that Products Liability and Completed Operations coverage, Fire Damage Liability, and any Auto including owned, non-owned, and hired, are included within the above policies and at the required limits, or Contractor shall procure and maintain these coverages separately.

13.1.1.2. Contractor's deductible or self-insured retention for its Commercial General Liability Insurance policy shall not exceed \$25,000 unless approved in writing by District.

13.1.2. Umbrella Liability Insurance

13.1.2.1. Contractor shall procure and maintain, during the life of the Contract, an Excess Liability and/or Umbrella Liability Insurance Policy. Any Umbrella Liability Insurance Policy shall protect Contractor, District, State, Construction Manager(s), Project Manager(s), and Architect(s) in the amounts indicated herein, and shall comply with all requirements for Commercial General Liability and Automobile Liability and Employers' Liability Insurance. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form.

13.1.2.2. There shall be no gap between the per occurrence amount of any underlying policy and

the start of the coverage under the Umbrella Liability Insurance Policy.

13.1.2.3. Whether this Excess Liability and/or Umbrella Liability Insurance Policy is written on a “follow form” or “stand alone” form, the coverages shall equal or greater than the Contractor’s Commercial General Liability and Automobile Liability and Employers’ Liability Insurance with no exclusions that reduce or eliminate coverage items.

13.1.3. Subcontractor(s): Contractor shall require its Subcontractor(s), if any, to procure and maintain Commercial General Liability Insurance, Automobile Liability Insurance, and Umbrella Liability Insurance with minimum limits equal to at least fifty percent (50%) of the amounts required of the Contractor.

13.1.4. Workers’ Compensation and Employers’ Liability Insurance

13.1.4.1. In accordance with provisions of section 3700 of the California Labor Code, the Contractor and every Subcontractor shall be required to secure the payment of compensation to its employees.

13.1.4.2. Contractor shall procure and maintain, during the life of this Contract, Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees engaged in Work under the Contract, on/or at the Site of the Project. This coverage shall cover, at a minimum, medical and surgical treatment, disability benefits, rehabilitation therapy, and survivors' death benefits. Contractor shall require its Subcontractor(s), if any, to procure and maintain Workers’ Compensation Insurance and Employers’ Liability Insurance for all employees of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor’s insurance shall be covered by Contractor’s insurance. If any class of employee or employees engaged in Work under the Contract, on or at the Site of the Project, are not protected under the Workers’ Compensation Insurance, Contractor shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage for the protection of any employee(s) not otherwise protected before any of those employee(s) commence work.

13.1.5. Builder's Risk Insurance: Builder's Risk “All Risk” Insurance.

Contractor shall procure and maintain, during the life of this Contract, Builder’s Risk (Course of Construction), or similar first party property coverage acceptable to the District, issued on a replacement cost value basis. The cost shall be consistent with the total replacement cost of all insurable Work included within the Contract Documents. Coverage is to insure against all risks of accidental physical loss and shall include without limitation the perils of vandalism and/or malicious mischief (both without any limitation regarding vacancy or occupancy), sprinkler leakage, water damage, mold, civil authority, theft, sonic disturbance, earthquake, flood, collapse, wind, fire, war, terrorism, lightning, smoke, and rioting. Coverage shall include debris removal, demolition, increased costs due to enforcement of all applicable ordinances and/or laws in the repair and replacement of damaged and undamaged portions of the property, and reasonable costs for the Architect’s and engineering services and expenses required as a result of any insured loss upon the Work and Project, including completed Work and Work in progress, to the full insurable value thereof. Contractor must review the **Special Conditions** to confirm the scope of this requirement and if the District has modified this provision.

13.1.6. Proof of Carriage of Insurance and Other Requirements: Endorsements and Certificates

13.1.6.1. Contractor shall not commence Work nor shall it allow any Subcontractor to commence Work under the Contract, until Contractor and its Subcontractor(s) have procured all required insurance and Contractor has delivered in duplicate to the District complete endorsements (or entire insurance policies) and certificates indicating the required coverages have been obtained, and the District has approved these documents.

13.1.6.2. Endorsements, certificates, and insurance policies shall include the following:

13.1.6.2.1. A clause stating:

13.1.6.2.1.1. “This policy shall not be amended, canceled or modified and the coverage amounts shall not be reduced until notice has been mailed to District, Architect, and Construction Manager stating date of amendment, modification, cancellation or reduction. Date of amendment, modification, cancellation or reduction may not be less than thirty (30) days after date of mailing notice.”

13.1.6.2.1.2. In lieu of receiving an endorsement with this clause, the District may, at its sole discretion, accept written notification from Contractor and its insurer to the District of any amendments, modifications, cancellations or reduction in coverage, not less than thirty (30) days prior to such coverage changes occur.

13.1.6.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

13.1.6.3. All endorsements, certificates and insurance policies shall state that District, its trustees, employees and agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s) and Architect(s) are named additional insureds under all policies except Workers’ Compensation Insurance and Employers’ Liability Insurance.

13.1.6.4. Contractor’s and Subcontractors’ insurance policy(s) shall be primary and non-contributory to any insurance or self-insurance maintained by District, its trustees, employees and/or agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s), and/or Architect(s).

13.1.6.5. All endorsements shall waive any right to subrogation against any of the named additional insureds.

13.1.6.6. All policies shall be written on an occurrence form.

13.1.6.7. Unless otherwise stated in the Special Conditions, all of Contractor’s insurance shall be placed with insurers **ADMITTED** in California with a current A.M. Best’s rating of no less than **A-** or **A:VII**.

13.1.6.8. The insurance requirements set forth herein shall in no way limit the Contractor’s liability arising out or relating to the performance of the Work or related activities.

13.1.6.9. Failure of Contractor and/or its Subcontractor(s) to comply with the insurance requirements herein shall be deemed a material breach of the Agreement.

13.1.7. Insurance Policy Limits

Unless different limits are indicated in the **Special Conditions**, the limits of insurance shall not be less than the following amounts:

Commercial General Liability	Includes: Personal & Advertising Injury, Product Liability and Completed Operations	\$2,000,000 each occurrence; \$4,000,000 general aggregate
Automobile Liability – Any Auto	Combined Single Limit	\$2,000,000 per occurrence
Excess Liability (Umbrella)		\$6,000,000 per occurrence;

		\$6,000,000 aggregate
Workers Compensation		Statutory limits pursuant to State law
Employers' Liability		\$2,000,000 each accident, each disease; \$2,000,000 policy limit
Builder's Risk (Course of Construction)		Issued for the value and scope of Work indicated herein.
Property of Others	Combined Single Limit General Aggregate	Issued for the value and scope of Work stored off-site.

13.2. Contract Security – Bonds

13.2.1. Contractor shall furnish two surety bonds issued by a California admitted surety insurer as follows:

13.2.1.1. Performance Bond: A bond in an amount at least equal to one hundred percent (100%) of Contract Price as security for faithful performance of this Contract.

13.2.1.2. Payment Bond: A bond in an amount at least equal to one hundred percent (100%) of the Contract Price as security for payment of persons performing labor and/or furnishing materials in connection with the Contract.

13.2.2. Cost of bonds shall be included in the Bid and Contract Price.

13.2.3. All bonds related to the Project shall be in the forms set forth in the Contract Documents and shall comply with all requirements of the Contract Documents, including, without limitation, the bond forms.

14. WARRANTY/GUARANTEE/INDEMNITY

14.1. Warranty/Guarantee

14.1.1. Contractor shall obtain and preserve for the benefit of the District, manufacturer's warranties on materials, fixtures, and equipment incorporated into the Work.

14.1.2. In addition to guarantees required elsewhere, Contractor shall, and hereby does guarantee and warrant all Work against all defects for a period of **ONE (1)** year after the later of the following dates:

14.1.2.1. The date of completion as defined in Public Contract Code section 7107, subdivision (c),

14.1.2.2. The commissioning date for the Project, if any.

14.1.3. At the District's sole option, Contractor shall repair or replace any and all of that Work, together with any other Work that may be displaced in so doing, that may prove defective in workmanship and/or materials within a **ONE (1)** year period from date of Completion as defined above without expense whatsoever to District. In the event of failure of Contractor and/or Surety to commence and pursue with diligence said replacements or repairs within **TEN (10)** days after being notified in writing, Contractor and Surety hereby acknowledge and agree that District is authorized to proceed to have defects repaired and made good at expense of Contractor and/or Surety who hereby agree to pay costs and charges therefore immediately on demand.

14.1.4. If, in the opinion of District, defective work creates a dangerous condition or requires immediate

correction or attention to prevent further loss to District or to prevent interruption of operations of District, District will attempt to give the notice required above. If Contractor or Surety cannot be contacted or neither complies with District's request for correction within a reasonable time as determined by District, District may, notwithstanding the above provision, proceed to make all corrections and/or provide attentions the District believes are necessary. The costs of correction or attention shall be charged against Contractor and Surety of the guarantees provided in this Article or elsewhere in the Contract Documents.

14.1.5. The above provisions do not in any way limit the guarantees on any items for which a longer guarantee is specified or on any items for which a manufacturer gives a guarantee for a longer period. Contractor shall furnish to District all appropriate guarantee or warranty certificates as indicated in the Specifications or upon request by District.

14.1.6. Nothing herein shall limit any other rights or remedies available to District.

14.2. Indemnity

14.2.1. To the furthest extent permitted by California law, Contractor shall indemnify, defend with legal counsel reasonably acceptable to the District, keep and hold harmless the District and its consultants, the Architect and its consultants, the Construction Manager and its consultants, separate contractors, and their respective board members, officers, representatives, contractors, agents, and employees, in both individual and official capacities ("Indemnitees"), against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the performance of the Work by Contractor, its Subcontractors, vendors, or suppliers, including, without limitation, any such suit, claim, damage, loss, or expense attributable to, without limitation, bodily injury, sickness, disease, death, alleged patent violation or copyright infringement, or to injury to or destruction of tangible property (including damage to the Work itself) including the loss of use resulting therefrom, except to the extent caused by the sole negligence, active negligence, or willful misconduct of the Indemnitees, and/or to any extent that would render these provisions void or unenforceable. This agreement and obligation of Contractor shall not be construed to negate, abridge, or otherwise reduce any right or obligation of indemnity that would otherwise exist as to any party or person described herein. This indemnification, defense, and hold harmless obligation includes any failure or alleged failure by Contractor to comply with any provision of law, any failure or alleged failure to timely and properly fulfill all of its obligations under the Contract Documents in strict accordance with their terms, and without limitation, any stop payment notice actions or liens, including liens by the California Department of Labor Standards Enforcement.

14.2.2. Contractor shall give prompt notice to the District in the event of any injury (including death), loss, or damage included herein. Without limitation of the provisions herein, if Contractor's agreement to indemnify, defend, and hold harmless the Indemnitees as provided herein against liability for damage arising out of bodily injury to persons or damage to property caused by or resulting from the negligence of any of the Indemnitees shall to any extent be or be determined to be void or unenforceable, it is the intention of the parties that these circumstances shall not otherwise affect the validity or enforceability of Contractor's agreement to indemnify, defend, and hold harmless the rest of the Indemnitees, as provided herein, and in the case of any such suits, claims, damages, losses, or expenses caused in part by the default, negligence, or act or omission of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, and in part by any of the Indemnitees, Contractor shall be and remain fully liable on its agreements and obligations herein to the full extent permitted by law.

14.2.3. In any and all claims against any of the Indemnitees by any employee of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, Contractor's indemnification obligation herein shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for Contractor or

any Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

14.2.4. The defense and indemnification obligations hereunder shall survive the Completion of Work, including the warranty/guarantee period, and/or the termination of the Agreement.

15. TIME

15.1. Notice to Proceed

District may issue a Notice to Proceed as indicated in the Instructions to Bidders.

15.2. Hours of Work

Work shall be performed during regular working hours as permitted by the appropriate governmental agency except that in the event of an emergency, or when required to complete the Work in accordance with job progress, Work may be performed outside of regular working hours with the advance written consent of the District and approval of any required governmental agencies. Contractor and Subcontractors shall continuously furnish sufficient forces to ensure the performance of the Work in accordance with the Construction Schedule.

15.3. Progress and Completion

15.3.1. Time of the Essence

Time limits stated in the Contract Documents are of the essence to the Contract. By executing the Agreement, Contractor confirms that the Contract Time is a reasonable period for performing the Work.

15.3.2. No Commencement Without Insurance

15.3.2.1. Contractor shall not commence operations on the Project or elsewhere prior to the effective date of insurance and bonds. The date of commencement of the Work shall not be changed by the effective date of such insurance. If Contractor commences Work without insurance and bonds, all Work is performed at Contractor's peril and shall not be compensable until and unless Contractor secures bonds and insurance pursuant to the terms of the Contract Documents and subject to District's claim for damages.

15.4. Schedule

Contractor shall provide to District, Construction Manager, and Architect a schedule in conformance with the Contract Documents and as required in the Notice to Proceed and the Contractor's Submittals and Schedules section of these General Conditions.

15.5. Expeditious Completion

The Contractor shall proceed expeditiously with adequate forces and shall achieve Completion within the Contract Time.

16. EXTENSIONS OF TIME –

16.1. Contractor's Notice of Delay

16.1.1. In addition to the requirements indicated in this subsection, Contractor shall submit any request for an adjustment of the Contract Price or the Contract Time through the Change Order provisions in

these General Conditions.

16.1.2. Contractor shall, within **FIVE (5)** calendar days of any delay impacting the critical path in completing the Work, notify District in writing of the causes of the delay including documentation and facts explaining the delay.

16.1.3. Any request by Contractor for an adjustment of the Contract Price or the Contract Time for a delay shall be submitted in accordance with the provisions in the Contract Documents governing changes in Work. When requesting time, requests must be submitted with full justification and documentation. Such justification must be based on the official Construction Schedule as updated at the time of occurrence of the delay or execution of Work related to any changes to the Scope of Work.

16.1.4. Any claim for delay must include the following information as support, without limitation:

16.1.4.1. Duration. The duration of the activity relating to the changes in the Work and the resources (manpower, equipment, material, etc.) required to perform the activities within the stated duration.

16.1.4.2. Logical Ties / Fragnets. Specific logical ties to the Contract Schedule for the proposed changes and/or delay showing the activity/activities in the Construction Schedule that are affected by the change and/or delay. (A portion of any delay of seven (7) days or more must be provided.) Include a “fragnet” analysis for the portion of the schedule and the activities the Contractor contends are impacted by the delay.

16.1.4.3. Updated Construction Schedule. A recovery or updated Construction Schedule must be submitted.

16.1.5. District shall review the facts and extent of any noticed delay and may grant Contract Time extension(s) of time for completing Work when, in the District’s judgment, the findings of fact justify an extension.

16.1.6. Extension(s) of time shall apply only to that portion of Work affected by delay, and shall not apply to other portions of Work not so affected.

16.1.7. An extension of time may only be granted if Contractor has timely submitted the updated Construction Schedule as required herein.

16.1.8. Following submission of a notice of delay, the District may determine whether the delay is to be considered:

16.1.8.1. Excusable and Compensable, Excusable and Non-Compensable, or Unexcused;

16.1.8.2. How long the delay continues; and

16.1.8.3. To what extent the prosecution and Completion of the Work might be delayed thereby.

16.1.9. Contractor’s failure to request adjustment(s) of the Contract Time in strict conformity with applicable provisions of the Contract Documents shall be deemed Contractor’s waiver of its right to assert a claim for a delay.

16.1.10. Limitations Upon Adjustment of Contract Time on Account of Delays. Any adjustment of the Contract Time on account of an Excusable Delay or a Compensable Delay shall be limited as set forth herein. No adjustment of the Contract Time shall be made on account of any Excusable Delays or Compensable Delays unless those delay(s) actually and directly impact Work or Work activities on the

critical path of the then current and updated approved Construction Schedule as of the date on which a delay first occurs. The District shall not be deemed in breach of, or otherwise in default of any obligation hereunder, if the District shall deny a request by the Contractor for an adjustment of the Contract Time for any delay that does not actually and directly impact Work on the then current and updated approved Construction Schedule. In submitting a request for an adjustment of Contract Time, and as a condition precedent to the District's review of that request, Contractor shall insert into the then current and updated approved Construction Schedule a "fragnet" analysis representing the event that Contractor claims to result in delay to the critical path as depicted in the updated approved Construction Schedule. If an Excusable Delay and a Compensable Delay occur concurrently, the maximum extension of the Contract Time shall be the number of days from the commencement of the first delay to the cessation of the delay that ends last. If an Unexcused Delay occurs concurrently with either an Excusable Delay or a Compensable Delay, the maximum extension of the Contract Time shall be the number of days, if any, which the Excusable Delay or the Compensable Delay exceeds the period of time of the Unexcused Delay.

16.2. Excusable and Compensable Delay(s)

16.2.1. Contractor is **not** entitled to additional compensation for any delay, even a delay caused by Adverse Weather or an Excusable Delay, unless **all** of the following conditions are met:

- 16.2.1.1.** The District is responsible for the delay;
- 16.2.1.2.** The delay is unreasonable under the circumstances involved and impacts the critical path of the Work and extends the most current Contract Completion date;
- 16.2.1.3.** The delay was not within the contemplation of District and Contractor;
- 16.2.1.4.** Contractor complies with the Change Order procedures, and if necessary, the Claims procedures of the Contract Documents;
- 16.2.1.5.** The delay could not have been avoided or mitigated by the Contractor's care, prudence, foresight, and diligence;
- 16.2.1.6.** The delay extends the most current Contract Completion date; and
- 16.2.1.7.** The delay is not concurrent with a Contractor-caused delay or other type of Excusable Delay.

16.2.2. In accordance with California Public Contract Code section 7102, if the Contractor's progress is delayed by the events described in the preceding subsection, Contractor shall not be precluded from the recovery of damages directly and proximately resulting therefrom. In that event, Contractor's damages, if any, shall be limited to direct, actual and unavoidable additional costs of labor, materials or construction equipment directly resulting from that delay, and shall exclude special, indirect or consequential damages. In no event shall Contractor seek costs or damages for delays, interruptions, hindrances or disruptions to the Work for on-Site or off-Site costs or damages based upon formulas, e.g. Eichleay or other formula. Except as expressly provided for herein, Contractor shall not have any other claim, demand or right to adjustment of the Contract Price arising out of delay, interruption, hindrance or disruption to the progress of the Work. Adjustments to the Contract Price and the Contract Time, if any, on account of Changes to the Work or Suspension of the Work shall be governed by the applicable provisions of the Contract Documents, including without limitation, the "Changes in the Work" section and the percentages in the "Format for Proposed Change" section of these General Conditions.

16.3. Excusable and Non-Compensable Delay(s)

16.3.1. An "Excusable Delay" shall mean an interruption of the Work beyond the reasonable control of

the Contractor and that:

16.3.1.1. Could have not been avoided by the Contractor exercising care, prudence, foresight, and diligence, and

16.3.1.2. Actually extended the most current Project Completion date.

16.3.2. The Contractor may be entitled to an extension of the Project Completion date if there is an Excusable Delay, but the Contractor shall not be entitled to additional compensation for an Excusable Delay.

16.3.3. Excusable Delays are limited to interruptions that satisfy the above requirements and that are acts of God; acts of a public enemy; fires; floods; windstorms; tornadoes; earthquakes; wars; riots; insurrections; epidemics; quarantine restrictions; strikes; lockouts; fuel shortages; freight embargoes; and Adverse Weather that satisfies the requirements herein.

16.3.4. Contractor is aware that governmental agencies and utilities, including, without limitation, the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies may have to approve Contractor-prepared drawings or approve a proposed installation. Contractor shall include in its bid, time for possible review of its drawings and for reasonable delays and damages that may be caused by such agencies. Contractor is not entitled to make a claim for damages or delays or an Excusable Delay arising from the review of Contractor's drawings or other approvals from the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies.

16.3.5. Neither the financial resources of the Contractor or any person or entity directly or indirectly engaged by the Contractor in performance of any portion of the Work shall be deemed conditions beyond the control of the Contractor. If an event of Excusable Delay occurs, the Contract Time shall be subject to adjustment hereunder only if the Contractor establishes: (i) full compliance with all applicable provisions of the Contract Documents relative to the method, manner and time for Contractor's notice and request for adjustment of the Contract Time; (ii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time are outside the reasonable control and without any fault or neglect of the Contractor or any person or entity directly or indirectly engaged by Contractor in performance of any portion of the Work; and (iii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time directly and adversely impacted the critical path of the Work as indicated in the approved Construction Schedule or the most recent updated approved Construction Schedule relative to the date(s) of the claimed event(s) of Excusable Delay.

16.3.6. Computation of Time / Adverse Weather

16.3.6.1. The Contractor will only be allowed a time extension for Adverse Weather conditions if requested by Contractor within five (5) calendar days of the Adverse Weather event, and only if all of the following conditions are met – thereby making the resulting delay an Excusable Delay.

16.3.6.1.1. The weather conditions constitute Adverse Weather, as defined herein and further specified in the Special Conditions;

16.3.6.1.2. Contractor can verify that the Adverse Weather caused delays in excess of five (5) hours of the indicated labor required to complete the scheduled tasks of Work on the day affected by the Adverse Weather;

16.3.6.1.3. The Contractor's crew is dismissed as a result of the Adverse Weather; and

16.3.6.1.4. The number of days of delay for the month exceed those indicated in the

Special Conditions.

16.3.6.2. A day-for-day extension will only be allowed for those days in excess of those indicated in the Special Conditions.

16.3.6.3. The Contractor shall work seven (7) days per week, if necessary, irrespective of inclement weather, to maintain access and the Construction Schedule, and to protect the Work under construction from the effects of Adverse Weather, all at no further cost to the District.

16.3.6.4. The Contract Time has been determined with consideration given to the average climate weather conditions prevailing in the County in which the Project is located.

16.4. Unexcused Delay(s) – Liquidated Damages

16.4.1. Unexcused Delays refer to any delay to the progress of the Work caused by events or factors other than those specifically identified in the “Excusable and Compensable Delay(s)” or the “Excusable and Non-Compensable Delay(s)” sections above. Neither the Contract Price nor the Contract Time shall be adjusted on account of Unexcused Delays.

16.4.2. Contractor and District hereby agree that the exact amount of damages for failure to complete the Work within the time specified is extremely difficult or impossible to determine. If the Work is not completed within the time specified in the Contract Documents, it is understood that the District will suffer damage. It being impractical and unfeasible to determine the amount of actual damage, it is agreed the Contractor shall forfeit and pay to District as fixed and liquidated damages, and not as a penalty, the amount set forth in the Agreement for each calendar day of delay in Completion. Contractor and its Surety shall be liable for the amount thereof pursuant to Government Code section 53069.85.

16.4.3. Contractor shall not forfeit or pay liquidated damages for an Excusable Delay or an Excusable and Compensable Delay.

17. CHANGES IN THE WORK

17.1. No Changes Without Authorization

17.1.1. There shall be no change whatsoever in the Drawings, Specifications, or in the Work without an executed Change Order, a written Unilateral Change Order, or a written Force Account Directive authorized by the District as herein provided. District shall not be liable for the cost of any extra work, any changes to the Contract Time, or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless the District's governing board has authorized the same and the cost thereof has been approved in writing by an executed Change Order, a written Unilateral Change Order, or a written Force Account Directive.

17.1.2. Verbal Order of Change in the Work. Any verbal order, direction, instruction, interpretation, or determination from the District, the Project Inspector or the Architect which in the opinion of the Contractor causes any change to the scope of the Work, or otherwise requires an adjustment to the Contract Price or the Contract Time, shall be treated as a Change only if the Contractor gives the Architect written notice within three (3) Business Days of the order, directions, instructions, interpretation or determination and prior to acting in accordance therewith. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the order, direction, instruction, interpretation or determination giving rise to Contractor's notice. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice within three (3) Business Days of any verbal order, direction, instruction, interpretation or determination shall be deemed Contractor's waiver of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of that verbal order, direction,

instruction, interpretation or determination. The written notice shall state the date, circumstances, extent of adjustment to the Contract Price or the Contract Time, if any, requested, and the source of the verbal order, directions, instructions, interpretation or determination that the Contractor regards as a Change. Unless the Contractor acts in strict accordance with this procedure, any verbal order, direction, instruction, interpretation or determination shall not be treated as a Change and the Contractor hereby waives any claim for any adjustment to the Contract Price or the Contract Time on account thereof.

17.1.3. The Surety, in executing and providing the Performance Bond and the Payment Bond, shall be deemed to have expressly agreed to any change to the Contract and to any extension of time made by reason thereof.

17.1.4. No extension of time for performance of the Work shall be allowed hereunder unless claim for such extension is made at the time changes in the Work are ordered, and such time duly adjusted in writing in the Change Order, Unilateral Change Order, or Force Account Directive. The provisions of the Contract Documents shall apply to all such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications.

17.1.5. Contractor shall perform immediately all work that has been authorized by a fully executed Change Order, Unilateral Change Order, or Force Account Directive. Contractor shall be fully responsible for any and all delays and/or expenses caused by Contractor's failure to expeditiously perform this Work and Contractor's failure or refusal to so proceed with that Work may be deemed to be Contractor's default of a material obligation of the Contractor under the Contract Documents.

17.1.6. Should any Change Order result in an increase in the Contract Price, the cost of that Change Order shall be agreed to, in writing, in advance by Contractor and District and be subject to the monetary limitations set forth in Public Contract Code section 20118.4. In the event that Contractor proceeds with any change in Work without a Change Order executed by the District, Unilateral Change Order, or Force Account Directive, Contractor waives any claim of additional compensation or time for that additional work.

17.1.7. Contractor understands, acknowledges, and agrees that the reason for District authorization is so that District may have an opportunity to analyze the Work and decide whether the District shall proceed with the Change Order or alter the Project so that a change in Work becomes unnecessary.

17.1.8. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent all threatened loss or injury. Any compensation or time claimed by Contractor on account of emergency work shall be determined as indicated herein as a PCO.

17.1.9. No payments will be made, nor will District accept proposed change orders until the Contractor has complied with all the requirements of the Escrow of Bid Documentation document (if applicable).

17.2. Architect Authority

The Architect will have authority to order minor changes in the Work not involving any adjustment in the Contract Price, or an extension of the Contract Time, or a change that is inconsistent with the intent of the Contract Documents. These changes shall be effected by written Change Order, Unilateral Change Order, or by Architect's response(s) to RFI(s).

17.3. Change Orders

17.3.1. A Change Order is a written instrument prepared and issued by the District and/or the Architect and signed by the District (as authorized by the District's governing board), the Contractor, the Architect, and approved by the Project Inspector (if necessary) and DSA (if necessary), stating their agreement

regarding all of the following:

- 17.3.1.1. A description of a change in the Work;
- 17.3.1.2. The amount of the adjustment in the Contract Price, if any; and
- 17.3.1.3. The extent of the adjustment in the Contract Time, if any.

17.3.2. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.

17.3.3. If the District approves of a Change, the District or the Architect shall provide a written Change Order to the Contractor describing the Change and setting forth the adjustment to the Contract Time and the Contract Price, if any, on account of that Change. All Change Orders shall be full payment and final settlement of all rights for direct, indirect and consequential costs, including without limitation, costs of delays or impacts related to, or arising out of, items covered and affected by the Change Order, as well as any adjustments to the Contract Time. Any demand or request for an adjustment to the Contract Time or the Contract Price relating to any Change incorporated into a Change Order not presented by the Contractor for inclusion in the Change Order shall be deemed waived. The Contractor shall execute the Change Order prepared pursuant to the foregoing. After the Change Order has been prepared and forwarded to the Contractor for execution, the Contractor shall not modify or amend the form or content of such Change Order, or any portion thereof.

17.4. Unilateral Change Orders

17.4.1. A Unilateral Change Order is a written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. The District may as provided by law, by Unilateral Change Order and without invalidating the Contract, order changes in the Work consisting of additions, deletions, or other revisions. Any dispute as to the sum of the Unilateral Change Order or timing of payment shall be resolved pursuant to the Payment provisions and the Claims and Disputes provisions herein. **A Unilateral Change Order is NOT a Construction Change Document (which is defined above as a Change Order that DSA must approve).**

17.4.2. The District may issue a Unilateral Change Order in the absence of agreement on the terms of a Change Order.

17.5. Force Account Directives

17.5.1. When work, for which a definite price has not been agreed upon in advance, is to be paid for on a force account basis, all direct costs necessarily incurred and paid by the Contractor for labor, material, and equipment used in the performance of that Work, shall be subject to the approval of the District and compensation will be determined as set forth herein.

17.5.2. District will issue a Force Account Directive to proceed with the Work on a force account basis, and a not-to-exceed budget will be established by District.

17.5.3. All requirements regarding direct cost for labor, labor burden, material, equipment, and markups on direct costs for overhead and profit described in this section shall apply to Force Account Directives. However, District will only pay for actual costs verified in the field by the District or its authorized representative(s) on a daily basis.

17.5.4. Contractor shall be responsible for all cost related to the administration of Force Account Directive. The markup for overhead and profit for Contractor modifications shall be full compensation to

the Contractor to administer Force Account Directive.

17.5.5. Contractor shall notify District or its authorized representative(s) at least twenty-four (24) hours prior to proceeding with any of the force account work. Furthermore, the Contractor shall notify the District when it has consumed eighty percent (80%) of the budget, and shall not exceed the budget unless specifically authorized in writing by the District. Contractor will not be compensated for force account work in the event that Contractor fails to timely notify the District regarding the commencement of force account work, or exceeding the force account budget.

17.5.6. Contractor shall diligently proceed with the work, and on a daily basis, submit a daily force account report on a form supplied by the District no later than 5:00 p.m. each day. The report shall contain a detailed itemization of the daily labor, material, and equipment used on the force account work only. The names of the individuals performing the force account work shall be included on the daily force account reports. The type and model of equipment shall be identified and listed. District will review the information contained in the reports, and sign the reports no later than the next work day, and return a copy of the report to Contractor for its records. District will not sign, nor will Contractor receive compensation for work District cannot verify. Contractor will provide a weekly force account summary indicating the status of each Force Account Directive in terms of percent complete of the not-to-exceed budget and the estimated percent complete of the work.

17.5.7. In the event Contractor and District reach a written agreement on a set cost for the work while the work is proceeding based on a Force Account Directive, the Contractor's signed daily force account reports shall be discontinued and all previously signed reports shall be invalid.

17.6. Price Request

17.6.1. Definition of Price Request. A Price Request ("PR") is a written request prepared by the Architect requesting the Contractor to submit to the District and the Architect an estimate of the effect of a proposed change in the Work on the Contract Price and the Contract Time.

17.6.2. Scope of Price Request. A Price Request shall contain adequate information, including any necessary Drawings and Specifications, to enable Contractor to provide the cost breakdowns required herein. Contractor shall not be entitled to any additional compensation for preparing a response to a Price Request, whether ultimately accepted or not.

17.6.3. Contractor shall not consider Price Requests to be instructions either to stop work in progress or to execute the proposed change.

17.6.4. Within the time specified in Price Request after receipt of Price Request, Contractor shall submit a quotation estimating cost adjustments to the Contract Price and the Contract Time necessary to execute the change, with the following documentation and information:

17.6.4.1. Include a list of quantities of products required or eliminated and unit costs, with total amount of purchases and credits to be made. If requested, furnish survey data to substantiate quantities.

17.6.4.2. Indicate applicable taxes, delivery charges, equipment rental, and amounts of trade discounts.

17.6.4.3. Include costs of labor and supervision directly attributable to the change.

17.6.4.4. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationship. Use available total float before requesting an extension of the Contract Time.

17.7. Proposed Change Order

17.7.1. Proposed Change Order. The Contractor may issue a Proposed Change Order (“PCO”), only as a written request prepared by it to the District and the Architect, requesting that the District issue a Change Order based upon a proposed change to the Work.

17.7.2. Changes in Contract Price. A PCO shall include breakdowns pursuant to the provisions herein to validate any change in Contract Price and include all reasonable documentation as required herein.

17.7.3. Changes in Time. A PCO shall also include any changes in time required to complete the Project. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationships. Use available total float before requesting an extension of the Contract Time. Any additional time requested shall not be the number of days to make the proposed change, but must be based upon the impact to the Construction Schedule as defined in the Contract Documents. If Contractor fails to request a time extension in a PCO, then the Contractor is thereafter precluded from requesting time and/or claiming a delay. If the Contractor is requesting additional time and believes that time is both Excusable and Compensable, then the Contractor must provide detailed documentation that supports its position and that addresses all the components of the “Excusable and Compensable Delay(s)” section above.

17.7.4. Unknown and/or Unforeseen Conditions. If Contractor submits a PCO requesting an increase in Contract Price and/or Contract Time that is based at least partially on Contractor's assertion that Contractor has encountered unknown and/or unforeseen condition(s) on the Project, then Contractor shall base the PCO on provable information that, beyond a reasonable doubt and to the District's satisfaction, demonstrates that the unknown and/or unforeseen condition(s) were actually unknown and/or unforeseen and that the condition(s) were reasonably unknown and/or unforeseen. If not, the District shall deny the PCO and the Contractor shall complete the Project without any increase in Contract Price and/or Contract Time based on that PCO.

17.7.5. Time to Submit PCO. Contractor shall submit its PCO within five (5) days of the date Contractor discovers, or reasonably should discover, the circumstances giving rise to the proposed change order, unless additional time to submit a proposed change order is granted in writing by the District. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the basis for the PCI. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice (with Supporting Documentation to permit the District's review and evaluation) within this time frame shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of the circumstances giving rise to the PCO.

17.8. Format for Proposed Change Order

17.8.1. The following “Format For Proposed Change For Subcontractor Performed Work” and “Format For Proposed Change For Contractor Performed Work” shall be used as applicable by the District and the Contractor (e.g. Change Orders, PCO's) to communicate proposed additions and deductions to the Contract, supported by attached documentation.

FORMAT FOR PROPOSED CHANGE FOR SUBCONTRACTOR PERFORMED WORK

	<u>SUBCONTRACTOR PERFORMED WORK</u>	<u>ADD</u>	<u>DEDUCT</u>
(A)	<u>Labor Charge</u> 1. Hours. Attach total itemized hours. 2. Rate. This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations (“DIR”) for the applicable labor category.		
(B)	<u>Labor Burden & Worker’s Compensation Charge</u> 1. This shall be no more than twenty percent (20%) of item (A) , the Labor Charge. 2. This shall be the total cumulative charge permitted for all Subcontractors or all labor performed by the Subcontractor or Subcontractor’s Subcontractor(s) (i.e., all “lower-tier” Subcontractor(s)).		
(C)	<u>Subtotal (A+B)</u>		
(D)	<u>Material Charge</u> Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).		
(E)	<u>Equipment Charge</u> Attach invoice(s) from supplier(s).		
(F)	<u>Subtotal (C+D+E)</u>		
(G)	<u>Subcontractor’s Overhead and Profit Charge</u> 1. This shall be no more than five percent (8%) of item (F) . 2. This shall be the total cumulative mark-up permitted for the Subcontractor and Subcontractor’s Subcontractor(s) (i.e., all “lower-tier” Subcontractor(s)).		
(H)	<u>Subtotal (F+G)</u>		
(I)	<u>Contractor’s Overhead, Profit, Bond and Insurance</u> 1. This shall be no more than six percent (6%) of Item (F) . 2. This shall be the total mark-up permitted for Contractor.		
(J)	<u>TOTAL (H+I)</u>		
(K)	<u>Time</u>	_____ Days	

FORMAT FOR PROPOSED CHANGE FOR CONTRACTOR PERFORMED WORK

	<u>CONTRACTOR PERFORMED WORK</u>	<u>ADD</u>	<u>DEDUCT</u>
(A)	<p><u>Labor Charge</u></p> <p>1. Hours. Attach total itemized hours.</p> <p>2. Rate. This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations (“DIR”) for the applicable labor category.</p>		
(B)	<p><u>Labor Burden & Worker’s Compensation Charge</u></p> <p>1. This shall be no more than twenty percent (20%) of item (A), the Labor Charge.</p> <p>2. This shall be the total cumulative charge permitted for all labor performed by Contractor.</p>		
(C)	<u>Subtotal (A+B)</u>		
(D)	<p><u>Material Charge</u></p> <p>Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).</p>		
(E)	<p><u>Equipment Charge</u></p> <p>Attach invoice(s) from supplier(s).</p>		
(F)	<u>Subtotal (C+D+E)</u>		
(G)	<p><u>Contractor’s Overhead, Profit, Bond and Insurance</u></p> <p>1. This shall be no more than six percent (6%) of Item (F).</p> <p>2. This shall be the total mark-up permitted for Contractor.</p>		
(H)	<u>TOTAL (F+G)</u>		
(I)	<u>Time</u>	_____ Days	

17.8.2. All Proposed Change Order requests by Contractor for a change shall include a complete itemized breakdown with the following detail:

17.8.2.1. Labor. Labor breakdown by trade classification, wage rates, and estimated hours. Labor costs shall only include fringe benefits indicated by governing trade organizations. Wages shall not exceed current prevailing wages in the locality for performance of the changes.

17.8.2.1.1. The Contractor's or Subcontractors' labor burden and Workers' Compensation premium shall only be charged as indicated herein. In no event shall Contractor include any other charges than as indicated herein without the prior written approval of the District.

17.8.2.2. Material. Material quantities, and types of products, and transportation costs, if applicable.

17.8.2.3. Equipment. Equipment breakdown by make, type, size, rental rates (if not owned), equipment hours and transportation costs, if applicable.

17.8.2.3.1. The equipment costs shall not exceed one hundred percent (100%) of the Association of Equipment Distributors (AED) rental rates or Caltrans rates, whichever is less. Hourly, daily, weekly, or monthly rates shall be used, whichever is lower. Hourly rates including operator shall not be used.

17.8.2.3.2. The time to be paid for equipment shall be the actual time that the equipment is in productive operation on the Work or idled as a result of the event or circumstance giving rise to the Proposed Change Order. In computing the hourly rental of equipment, any time less than thirty (30) minutes shall be considered one-half (1/2) hour. No payment will be made for time while equipment is inoperative due to breakdown, or for non-workdays. In addition, the rental time shall not include the time required to move the equipment to and from the project site. No mobilization or demobilization will be allowed for equipment already on site. If such equipment is not moved by its own power, then loading and transportation costs will be paid in lieu of rental time thereof. However, neither moving time nor loading and transportation costs will be paid if the equipment is used on the Project Site in any other way than upon the work directly related to the event or circumstance giving rise to the Proposed Change Order.

17.8.2.3.3. Individual pieces of equipment having a replacement value of one thousand dollars (\$1,000) or less shall be considered to be small tools or small equipment, and no payment will be made since the costs of these tools and equipment is included as part of the markup for overhead and profit defined herein.

17.8.2.3.4. Payment to the Contractor for the use of equipment as set forth above shall constitute full compensation to the Contractor for the cost of fuel, power, oil, lubricants, supplies, small equipment, necessary attachments, repairs and maintenance of any kind, depreciation, storage, insurance, labor (except for equipment operators), and any and all costs to the Contractor incidental to the use of the equipment.

17.8.2.3.5. Should Contractor, or any of its owners, officers, directors or agents, hold any ownership interest in any company, organization, association or corporation from whom rental equipment is secured. Contractor shall immediately notify District of such and the price set for any such rental shall be agreed upon in advance by the Contractor and the District.

17.8.2.3.6. Overhead, Profit, Bond and Insurance Costs. Markup for overhead and profit, which shall be used to compensate Contractor for all costs for all administration, general conditions, and supervision, including, without limitation:

17.8.2.3.6.1. All home office overhead, field office overhead, field office personnel including, but not limited to, principals, project managers, superintendents, supervisory foremen, estimators, project engineers, detailers, draftsmen, schedulers, consultants, watchmen, payroll clerks, administrative assistants, labor compliance costs and secretaries.

17.8.2.3.6.2. All field and field office expenses including, but not limited to, field trailers, parking, storage sheds, office equipment and supplies, telephone service and long distance telephone calls, computers, fax machines, temporary utilities, sanitary facilities and services, janitorial services, small tools and equipment with a cost under \$1000 each, portable scaffolding, blocking, shores, appliances, job vehicles, security and fencing, conformance to regulatory requirements including compliance to safety regulations, safety programs and meetings, cartage, warranties, As-Built Drawings, as well as any related maintenance costs.

17.8.2.3.6.3. Administrative functions such as, but not limited to, reviewing, coordinating, distributing, processing, posting, recording, estimating, negotiating, expediting, engineering, drawing, detailing, revising shop drawings, carting, cleaning, protecting the work, and other incidental Work related to the change.

17.8.2.3.6.4. All other costs and taxes required to be paid, but not included under direct costs as defined above including, without limitation, payroll taxes, social security, etc.

17.8.2.3.6.5. All costs for Contractor's bonds and insurance.

17.8.2.3.6.6. Taxes: Federal excise tax shall not be included. District will issue an exemption on request.

17.8.2.3.7. Contract Time. Justification for any adjustment in Contract Time including a schedule analysis identifying critical schedule activities delayed by the request. Contract Time shall be extended or reduced by Change Orders, Unilateral Change Orders, or Force Account Directives for a period of time commensurate with the time reasonably necessary to perform a Change. This time must be requested in writing by the Contractor with the Price Request, PCO, or expressly in writing as part of its documentation for Unilateral Change Orders, or Force Account Directives. The Contractor shall justify any Contract Time extension by submittal of a schedule analysis as required in this Changes section of these General Conditions accurately portraying the impact of the change on the critical path of the Construction Schedule. Changes performed within available float shall not justify an extension to the Contract Time. The District shall make the final determination of the amount of Contract Time to allocate to any Change.

17.8.2.4. Supporting Documentation. Contractor shall include with each PCO, along with the itemized breakdown as required herein, reasonable documentation substantiating the requested change in the Contract Price and Contract Time. If the District deems Contractor's supporting documentation incomplete or inadequate to substantiate the requested change to the Contract Price and Contract Time, the District may request that Contractor supplement the PCO with additional, reasonable supporting documentation.

17.9. Change Order Certification

17.9.1. All Change Orders and PCOs shall include the following certification by the Contractor. The Parties acknowledged that if a Change Order is approved that does not include this language, that Change Order shall be deemed to include this certification language:

The Contractor approves the foregoing as to the changes, if any, and the price specified for each item and the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all

labor, materials, and service, and perform all work necessary to complete all additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District. It is expressly understood that the value of the extra Work or changes includes all of the Contractor's costs, expenses, field overhead, home office overhead, profit, both direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project. Any costs, expenses, damages, or time extensions not included are deemed waived.

17.10. Determination of Change Order Cost

17.10.1. The amount of the increase or decrease in the Contract Price from a Change Order, if any, shall be determined in one or more of the following ways as applicable to a specific situation and at the District's discretion:

17.10.1.1. District acceptance of a PCO;

17.10.1.2. By agreement between District and Contractor.

17.10.1.3. By unit prices or alternates contained in Contractor's original bid. If the Bid for the Work included proposal(s) for Alternate Bid Item(s), during Contractor's performance of the Work, the District may elect to add any such Alternate Bid Item(s) if the that item did not form a basis for award of the Contract or delete any such Alternate Bid Item(s) if that item formed a basis for award of the Contract. If the District elects to add or delete an Alternate Bid Item(s) pursuant to the foregoing, the cost or credit for that Alternate Bid Item(s) shall be as set forth in the Contractor's Bid, at the District's discretion. If any Alternate Bid Item is added or deleted from the Work pursuant to the foregoing, the Contract Time shall be adjusted by the number of days allocated for the added or deleted Alternate Bid Item in the Contract Documents; if days are not allocated for any Alternate Bid Item added or deleted pursuant to the foregoing, the Contract Time shall be equitably adjusted.

17.10.1.4. By the District, based upon actual and necessary costs incurred by the Contractor as determined by the District on the basis of the Contractor's records. Promptly upon determining the extent of adjustment to the Contract Price, the District shall notify the Contractor in writing of the same; the Contractor shall be deemed to have accepted the District's determination of the amount of adjustment to the Contract Price on account of a Change to the Work unless Contractor shall notify the District, in writing, not more than fifteen (15) days from the date of the District's written notice, of any objection to the District's determination. Failure of the Contractor to timely notify the District of Contractor's objections to the District's determination of the extent of adjustment to the Contract Price shall be deemed Contractor's acceptance of the District's determination and a waiver of any right or basis of the Contractor to thereafter protest or otherwise object to the District's determination. Notwithstanding any objection of the Contractor to the District's determination of the extent of any adjustment to the Contract Price pursuant to this provision, Contractor shall diligently proceed to perform and complete any such Change.

17.11. Deductive Change Orders

If Contractor offers a proposed amount for a deductive Change Order(s), Contractor shall include a minimum of five percent (5%) total overhead and profit to be deducted with the amount of the work of the Change Order(s). If Subcontractor work is involved, Subcontractors shall also include a minimum of five percent (5%) overhead and profit to be deducted with the amount of its deducted work, for a total

minimum of ten percent (10%) total overhead and profit to be deducted. Any deviation from this provision shall not be allowed.

17.12. Discounts, Rebates and Refunds

For purposes of determining the cost, if any, of any change, addition, or omission to the Work hereunder, all trade discounts, rebates, refunds, and all returns from the sale of surplus materials and equipment shall accrue and be credited to the Contractor, and the Contractor shall make provisions so that such discounts, rebates, refunds, and returns may be secured, and the amount thereof shall be allowed as a reduction of the Contractor's cost in determining the actual cost of construction for purposes of any change, addition, or omission in the Work as provided herein.

17.13. Accounting Records

With respect to portions of the Work performed by Change Orders, Unilateral Change Orders, or Force Account Directives, Contractor shall keep and maintain cost-accounting records satisfactory to the District, which shall be available to the District on the same terms as any other books and records Contractor is required to maintain pursuant to the Contract Documents.

17.14. Notice Required

If Contractor is seeking an adjustment in the Contract Price, or any extension in the Contract Time for Completion, it shall notify District pursuant to the provisions of the Contract Documents. No adjustment in the Contract Price or Contract Time shall be considered unless made in accordance with the Contract Documents. Contractor shall proceed to execute the Work even though the adjustment may not have been agreed upon. Any change in the Contract Price or extension of the Contract Time resulting from such contract adjustment shall only be authorized by a Change Order.

17.15. Applicability to Subcontractors

Any requirements under this Article shall be equally applicable to Change Orders, Unilateral Change Orders, or Force Account Directives issued to Subcontractors by the Contractor to the extent as required by the Contract Documents.

17.16. Alteration to Change Order Language

Contractor shall not alter Change Orders or reserve time in Change Orders. Contractor shall execute finalized Change Orders and proceed under the provisions herein with proper notice.

17.17. Failure of Contractor to Execute Change Order

Contractor shall be in default of the Contract if Contractor fails to execute a Change Order when the Contractor agrees with the addition and/or deletion of the Work in that Change Order.

18. REQUEST FOR INFORMATION

18.1. Any Request for Information ("RFI") shall reference all applicable Contract Document(s), including Specification section(s), detail(s), page number(s), drawing number(s), and sheet number(s), etc. Contractor shall make suggestions and interpretations of the issue raised by each RFI. An RFI cannot modify the Contract Price, Contract Time, or the Contract Documents.

18.2. Contractor shall be liable to the District for all costs incurred by the District associated with the processing, reviewing, evaluating and responding to any RFI, including without limitation, fees of the Architect and any other design consultant to the Architect or the District, that District reasonably

determines:

18.2.1. Does not reflect adequate or competent supervision or coordination by the Contractor or any Subcontractor; or

18.2.2. Does not reflect the Contractor's adequate or competent knowledge of the requirements of the Work or the Contract; or

18.2.3. Requests an interpretation or decision of a matter where the information sought is equally available to the Contractor; or

18.2.4. Is not justified for any other reason.

18.3. Prior to submitting the RFI, Contractor shall diligently review the Contract Documents for information responsive to the RFI, including information incorporated by reference. Contractor should not issue an RFI regarding information contained in or inferable from the Contract Documents, including information incorporated by reference. An RFI is invalid if the RFI response is contained in or inferable from the Contract Documents.

18.4. Contractor shall be responsible for preparing and submitting each RFI so as to not cause delay to the progress of the Work nor to cause any impact to the Contractor's labor productivity. An RFI may be considered untimely if not submitted within **Forty Eight (48) hours** of receipt from a Contractor's subcontractor. Untimely submission of any RFI will preclude Contractor from asserting any claims for delay or for labor impact against the District.

18.5. If the Contractor fails to timely notify the Architect in writing of any Conditions encountered and the Contractor proceeds to perform any portion of the Work containing or affected by such Conditions the Contractor shall bear all costs associated with or required to correct, remove, or otherwise remedy any portion of the Work affected thereby without adjustment of the Contract Time or the Contract Price. In requesting information of the District to address and resolve any conditions, the Contractor shall act with promptness in submitting any written request so as to allow the District a reasonable period of time to review, evaluate and respond to any request, taking into account the then current status of the progress and completion of the Work and the actual or potential impact of any conditions upon the completion of the Work within the Contract Time. The Contract Time shall not be subject to adjustment in the event that the Contractor shall fail to timely request information from the District.

19. PAYMENTS

19.1. Contract Price

19.1.1. The Contract Price is stated in the Agreement and, including authorized adjustments, is the total amount payable by the District to the Contractor for performance of the Work pursuant to the Contract Documents. If all or a portion of the Project is being funded by funds requiring approval by the State Allocation Board (SAB), payment may be subject to that approval being received, funding by the SAB, and funds being released by the Office of Public School Construction (OPSC).

19.2. Applications for Progress Payments

19.2.1. Procedure for Applications for Progress Payments

19.2.1.1. Application for Progress Payment

19.2.1.1.1. Not before the fifth (5th) day of each calendar month during the progress of the Work, Contractor shall submit to the District and the Architect an itemized Application for

Payment for Work completed in accordance with the Schedule of Values. The Application for Payment shall be notarized, if required, and supported by the following or each portion thereof unless waived by the District in writing:

- 19.2.1.1.1.1. The amount paid to the date of the Application for Payment to the Contractor, to all its Subcontractors, and all others furnishing labor, material, or equipment for its Contract;
- 19.2.1.1.1.2. The amount being requested by the Application for Payment by the Contractor on its own behalf and separately stating the amount requested on behalf of each of the Subcontractors and all others furnishing labor, material, and equipment under the Contract;
- 19.2.1.1.1.3. The balance that will be due to each of the entities after payment is made;
- 19.2.1.1.1.4. A certification that the As-Built Drawings and annotated Specifications are current;
- 19.2.1.1.1.5. An Itemized breakdown of Work performed;
- 19.2.1.1.1.6. An updated and acceptable construction schedule in conformance with the provisions herein;
- 19.2.1.1.1.7. The additions to and subtractions from the Contract Price and Contract Time;
- 19.2.1.1.1.8. A total of the retention held;
- 19.2.1.1.1.9. The material invoices, evidence of equipment purchases, rentals, and other support and details of cost as the District may require from time to time;
- 19.2.1.1.1.10. The percentage of completion of the Contractor's Work by line item;
- 19.2.1.1.1.11. The Schedule of Values updated from the preceding Application for Payment;
- 19.2.1.1.1.12. A duly completed and executed conditional waiver and release upon progress payment compliant with Civil Code section 8132 from each subcontractor of any tier and supplier to be paid from the current progress payment;
- 19.2.1.1.1.13. A duly completed and executed unconditional waiver and release upon progress payment compliant with Civil Code section 8134 from each subcontractor of any tier and supplier that was paid from the previous progress payment; and
- 19.2.1.1.1.14. A certification by the Contractor of the following:

The Contractor warrants title to all Work performed as of the date of this payment application. The Contractor further warrants that all Work performed as of the date of this payment application is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and equipment suppliers, workers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Work, except those of which the District has been informed.
- 19.2.1.1.1.15. If requested by the District, a third party, or as required by the California

Department of Industrial Relations, all requested or required certified payroll record ("CPR(s)") for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment.

19.2.1.1.2. Except as expressly provided for herein, no payments shall be made by the District on account of any item of the Work, including without limitation, materials or equipment that, at the time of the Contractor's submittal of an Application for Progress Payment, has/have not been incorporated into and made a part of the Work.

19.2.1.1.3. Contractor shall be subject to the False Claims Act set forth under Government Code section 12650 et seq., for information provided with any Application for Progress Payment.

19.2.2. Prerequisites for Progress Payments

19.2.2.1. First Payment Request: The following items, if applicable, must be completed before District will accept and/or process Contractor's first payment request:

- 19.2.2.1.1.** Installation of the Project sign;
- 19.2.2.1.2.** Installation of field office;
- 19.2.2.1.3.** Installation of temporary facilities and fencing;
- 19.2.2.1.4.** Schedule of Values;
- 19.2.2.1.5.** Contractor's Construction Schedule;
- 19.2.2.1.6.** Schedule of unit prices, if applicable;
- 19.2.2.1.7.** Submittal Schedule;
- 19.2.2.1.8.** Receipt by Architect of all submittals due as of the date of the payment application;
- 19.2.2.1.9.** Copies of necessary permits;
- 19.2.2.1.10.** Copies of authorizations and licenses from governing authorities;
- 19.2.2.1.11.** Initial progress report;
- 19.2.2.1.12.** Surveyor qualifications;
- 19.2.2.1.13.** Written acceptance of District's survey of rough grading, if applicable;
- 19.2.2.1.14.** List of all Subcontractors, with names, license numbers, telephone numbers, and Scope of Work;
- 19.2.2.1.15.** All bonds and insurance endorsements; and
- 19.2.2.1.16.** Resumes of Contractor's project manager, and if applicable, job site secretary, record documents recorder, and job site superintendent.

19.2.2.2. Second Payment Request: District will not process the second payment request until and unless all submittals and Shop Drawings have been accepted for review by the Architect.

19.2.2.3. No Waiver of Criteria: Any payment made to Contractor where criteria set forth herein have not been met shall not constitute a waiver of said criteria by District. The approval of any Application for Progress Payment or the disbursement of any Progress Payment to the Contractor shall not be deemed nor constitute acceptance of defective Work or Work not in conformity with the Contract Documents. Instead, such payment shall be construed as a good faith effort by District to resolve differences so Contractor may pay its Subcontractors and suppliers. Contractor agrees that failure to submit such items may constitute a material breach of the Contract by Contractor and may subject Contractor to termination.

19.3. Progress Payments

19.3.1. District's Approval of Application for Payment

19.3.1.1. Upon receipt of an Application for Payment, District shall act in accordance with the following:

19.3.1.1.1. Each Application for Payment shall be reviewed by the District as soon as practicable after receipt for the purpose of determining that the Application for Payment is a proper Application for Payment.

19.3.1.1.2. Any Application for Payment determined not to be a proper Application for Payment suitable for payment shall be returned to the Contractor as soon as practicable, but not later than seven (7) days, after receipt. An Application for Payment returned pursuant to this paragraph shall be accompanied by a document setting forth in writing the reasons why the Application for Payment is not proper. The number of days available to the District to make a payment without being subject to any applicable statute regarding prompt payment or interest accrual, shall be reduced by the number of days by which the District exceeds this seven-day return requirement.

19.3.1.1.3. An approved Application for Payment shall be considered payable if funds are available for payment after the deduction of amounts allowed by law and/or pursuant to the section herein entitled "Decisions to Withhold Payment,"

19.3.1.2. The District's review of the Contractor's Application for Payment will be based on the District's and the Architect's observations at the Site and the data comprising the Application for Payment that the Work has progressed to the point indicated and that, to the best of the District's and the Architect's knowledge, information, and belief, the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to:

19.3.1.2.1. Observation of the Work for general conformance with the Contract Documents,

19.3.1.2.2. Results of subsequent tests and inspections,

19.3.1.2.3. Minor deviations from the Contract Documents correctable prior to Completion, and

19.3.1.2.4. Specific qualifications expressed by the Architect.

19.3.1.3. District's approval of each Application for Payment shall be based on Contractor complying with all requirements for a fully complete and valid Application for Payment.

19.3.2. Payments to Contractor

19.3.2.1. Within thirty (30) days after District's receipt of each undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The value of the Work completed shall be Contractor's best estimate. No inaccuracy or error in Contractor's estimate shall operate to release the Contractor, or any Surety upon any bond, from damages arising from such Work, or from the District's right to enforce each and every provision of this Contract, and the District shall have the right subsequently to correct any error made in any estimate for payment.

19.3.2.2. District shall withhold five percent (5%) retention from all Progress Payments.

19.3.2.3. District may withhold ten percent (10%) retention from all Progress Payments pursuant to Public Contract Code section 7201, if the Project is determined to be "substantially complex."

19.3.2.4. The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for Work performed, so long as any lawful or proper direction given by the District concerning the Work, or any portion thereof, remains incomplete.

19.3.2.5. In accordance with Public Contract Code §20104.50, in the event that the District shall fail to make any Progress Payment within thirty (30) days after receipt of an undisputed and properly submitted Application for Progress Payment, the District shall pay the Contractor interest on the undisputed amount of such Application for Progress Payment equal to the legal rate of interest set forth in California Code of Civil Procedure §685.010(a).

19.3.3. No Waiver

No payment by District hereunder shall be interpreted so as to imply that District has inspected, approved, or accepted any part of the Work. Notwithstanding any payment, the District may enforce each and every provision of this Contract. The District may correct or require correction of any error subsequent to any payment.

19.3.4. Warranty of Title

19.3.4.1. If a lien or a claim based on a stop notice or stop payment notice of any nature should at any time be filed against the Work or any District property, by any entity that has supplied material or services at the request of the Contractor, Contractor and Contractor's Surety shall promptly, on demand by District and at Contractor's and Surety's own expense, take any and all action necessary to cause any such lien or a claim based on a stop notice or stop payment notice to be released or discharged immediately therefrom.

19.3.4.2. If the Contractor fails to furnish to the District within ten (10) calendar days after demand by the District, satisfactory evidence that a lien or a claim based on a stop notice or stop payment notice has been so released, discharged, or secured, the District may discharge such indebtedness and deduct the amount required therefore, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by District from any sum payable to Contractor pursuant to the Contract.

19.4. Decisions to Withhold Payment

19.4.1. Reasons to Withhold Payment

District may withhold payment in whole, or in part, to the extent reasonably necessary to protect the District if, in the District's opinion, the representations to the District required herein cannot be

made. District may withhold payment, in whole, or in part, to such extent as may be necessary to protect the District from loss because of, but not limited to:

- 19.4.1.1.** Defective Work not remedied within **FORTY-EIGHT (48)** hours of written notice to Contractor;
- 19.4.1.2.** Stop notices, stop payment notices or other liens served upon the District as a result of the Contract;
- 19.4.1.3.** Liquidated damages assessed against the Contractor;
- 19.4.1.4.** The cost to complete the Work if there exists reasonable doubt that the Work can be completed for the unpaid balance of the Contract Price or by the Completion Date;
- 19.4.1.5.** Damage to the District or other contractor(s);
- 19.4.1.6.** Unsatisfactory performance of the Work by Contractor;
- 19.4.1.7.** Failure to store and properly secure materials;
- 19.4.1.8.** Failure of the Contractor to submit, on a timely basis, proper, sufficient, and acceptable documentation required by the Contract Documents, including, without limitation, a Construction Schedule, Schedule of Submittals, Schedule of Values, Monthly Progress Schedules, Shop Drawings, Product Data and samples, Proposed product lists, executed Change Orders, and/or verified reports;
- 19.4.1.9.** Failure of the Contractor to maintain As-Built Drawings;
- 19.4.1.10.** Erroneous estimates by the Contractor of the value of the Work performed, or other false statements in an Application for Payment;
- 19.4.1.11.** Unauthorized deviations from the Contract Documents;
- 19.4.1.12.** Failure of the Contractor to perform the Work in a timely manner in compliance with the Construction Schedule, established progress schedules, and/or completion dates;
- 19.4.1.13.** If requested by the District, or the failure to provide to the DIR, certified payroll records acceptable to the District and the DIR for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment;
- 19.4.1.14.** Failure to properly pay prevailing wages as defined in Labor Code sections 1720 et seq. and/or failure to comply with any other Labor Code requirements;
- 19.4.1.15.** Failure to properly maintain or clean up the Site;
- 19.4.1.16.** Failure to timely indemnify, defend or hold harmless the District;
- 19.4.1.17.** Any payments due to the District, including but not limited to payments for failed tests, utilities changes, or permits;
- 19.4.1.18.** Failure to pay Subcontractor(s) or supplier(s) as required by law and by the Contract Documents;
- 19.4.1.19.** Failure to pay any royalty, license or similar fees;

19.4.1.20. Failure of the Contractor to submit on a timely basis all Closeout Documentation in a manner and form that is proper, sufficient, and reasonably acceptable to the District, and to not cause a delay in the Completion or approval of the Project; or

19.4.1.21. Failure to perform any implementation and/or monitoring required by any SWPPP for the Project and/or the imposition of any penalties or fines imposed therefore against Contractor or District.

19.4.1.22. Payment is delayed due to an audit inquiry by the State, the County Office of Education, the County, or any entity with jurisdiction related to the Project.

19.4.1.23. Contractor is otherwise in breach, default or in substantial violation of any provision of the Contract;

19.4.2. Reallocation of Withheld Amounts

19.4.2.1. District may, in its discretion, apply any withheld amount to pay outstanding claims or obligations as defined herein. In so doing, District shall make such payments on behalf of Contractor. If any payment is so made by District, then that amount shall be considered a payment made pursuant to the Contract and District shall not be liable to Contractor for any payment made in good faith. These payments may be made without prior judicial determination of claim or obligation. District will render Contractor an accounting of funds disbursed on behalf of Contractor.

19.4.2.2. If Contractor defaults or neglects to perform the Work in accordance with the Contract Documents or fails to perform any provision thereof, District may, after **FORTY-EIGHT (48)** hours written notice to the Contractor and, without prejudice to any other remedy, make good such deficiencies. District shall adjust the total Contract Price by reducing the amount thereof by the cost of making good such deficiencies. If District deems it inexpedient to correct Work that is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract Price (of at least one hundred twenty-five percent (125%) of the estimated reasonable value of the nonconforming Work) shall be made therefor.

19.4.3. Payment After Cure

When Contractor cures the grounds for declining approval, payment shall be made for amounts so withheld. No interest shall be paid on any retention or amounts withheld due to the failure of the Contractor to perform in accordance with the terms and conditions of the Contract Documents.

19.5. Subcontractor Payments

19.5.1. Payments to Subcontractors. No later than seven (7) days after receipt, or pursuant to Business and Professions Code section 7108.5 and Public Contract Code section 7107, the Contractor shall pay to each Subcontractor, out of the amount paid to the Contractor on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled. Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to its Sub-subcontractors in a similar manner.

19.5.2. No Obligation of District for Subcontractor Payment. District shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.

19.5.3. Joint Checks. District shall have the right in its sole discretion, if necessary for the protection of the District, to issue joint checks made payable to the Contractor and Subcontractors and material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. In no event shall any joint check payment be construed

to create any contract between the District and a Subcontractor of any tier, any obligation from the District to such Subcontractor, or rights in such Subcontractor against the District.

20. COMPLETION OF THE WORK

20.1. Completion

20.1.1. The Project may only be accepted by action of the governing board of the District.

20.1.2. District shall accept the Project and may have a Notice of Completion recorded when Project Completion has been achieved in accordance with the Contract Documents and to the satisfaction of District. For purposes of the payment of Retention, Completion is defined in Public Contract Code section 7107. For purposes of the timely filing of Stop Payment Notices, Completion is defined in California Civil Code section 9200, et seq.

20.1.3. Although there is no “substantial completion” for this Project, the District, at its sole option, may accept the Project and record a Notice of Completion when Project Completion has been completed to the satisfaction of District, except for minor corrective items, as distinguished from incomplete items. If Contractor fails to complete all minor corrective items within thirty-five (35) days after the date of the District’s acceptance of the Project, District shall withhold from the final payment one hundred fifty percent (150%) of an estimate of the amount sufficient to complete the corrective items, as determined by District, until the item(s) are completed.

20.1.4. At the end of the thirty-five (35) day period, if there are any items remaining to be corrected, District may elect to proceed as provided herein related to adjustments to Contract Price, and/or District’s right to perform the Work of the Contractor.

20.2. Closeout Procedures

20.2.1. Punch List

Contractor shall notify the Architect when Contractor considers the Work complete. Upon notification, Architect will prepare a list of minor items to be completed or corrected (“Punch List”). Contractor and/or its Subcontractors shall proceed promptly to complete and correct items on the Punch List. Failure to include an item on Punch List does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

20.2.2. Closeout Requirements

20.2.2.1. Utility Connections

Buildings shall be connected to water, gas, sewer, and electric services, complete and ready for use. Service connections shall be made and existing services reconnected.

20.2.2.2. As-Built Drawings

20.2.2.2.1. In addition to its requirement to provide monthly As-Built Drawings to the District, the Contractor shall provide a final set of As-Built Drawings, sometimes referred to as “Record Drawings,” showing all of the Work as actually constructed upon Completion of the Project as indicated in the Specifications.

20.2.2.2.2. Contractor is liable and responsible for any and all inaccuracies in the As-Built Drawings, even if inaccuracies become evident at a future date.

20.2.2.2.3. Upon Completion of the Work and as a condition precedent to approval of final payment, Contractor shall obtain the Inspector's approval of the final set of As-Built Drawings.

20.2.2.3. Operations & Maintenance Manuals: Contractor shall prepare all operation and maintenance manuals and date as indicated in the Specifications.

20.2.2.4. Closeout Documentation: Contractor shall provide all Closeout Documentation, which shall include the following, without limitation:

20.2.2.4.1. A full set of final As-Built Drawings, as further defined herein.

20.2.2.4.2. All Operations & Maintenance Manuals and information, as further defined herein.

20.2.2.4.3. All Warranties, as further defined herein.

20.2.2.4.4. Verified report(s) for all scope(s) of work (DSA 6-C, Rev 03/22/13, or more recent revision if available).

20.3. Final Inspection

20.3.1. Contractor shall comply with Punch List procedures as provided herein, and maintain the presence of a Project Superintendent and Project Manager until the Punch List is complete to ensure proper and timely completion of the Punch List. Under no circumstances shall Contractor demobilize its forces prior to completion of the Punch List. Upon receipt of Contractor's written notice that all of the Punch List items have been fully completed and the Work is ready for final inspection and acceptance, Architect and Project Inspector will inspect the Work and shall submit to Contractor and District a final inspection report noting the Work, if any, required in order to complete in accordance with the Contract Documents. Absent unusual circumstances, this report shall consist of the Punch List items not yet satisfactorily completed.

20.3.2. Upon Contractor's completion of all items on the Punch List and any other uncompleted portions of the Work, the Contractor shall notify the District and Architect, who shall again inspect such Work. If the Architect finds the Work complete and acceptable under the Contract Documents, the Architect will notify Contractor, who shall then jointly submit to the Architect and the District its final Application for Payment.

20.3.3. Final Inspection Requirements

20.3.3.1. Before calling for final inspection, Contractor shall determine that the following have been performed:

20.3.3.1.1. The Work has been completed.

20.3.3.1.2. All life safety items are completed and in working order.

20.3.3.1.3. Mechanical and electrical Work are complete and tested, fixtures are in place, connected, and ready for tryout.

20.3.3.1.4. Electrical circuits scheduled in panels and disconnect switches labeled.

20.3.3.1.5. Painting and special finishes complete.

20.3.3.1.6. Doors complete with hardware, cleaned of protective film, relieved of sticking

or binding, and in working order.

20.3.3.1.7. Tops and bottoms of doors sealed.

20.3.3.1.8. Floors waxed and polished as specified.

20.3.3.1.9. Broken glass replaced and glass cleaned.

20.3.3.1.10. Grounds cleared of Contractor's equipment, raked clean of debris, and trash removed from Site.

20.3.3.1.11. Work cleaned, free of stains, scratches, and other foreign matter, of damaged and broken material replaced.

20.3.3.1.12. Finished and decorative work shall have marks, dirt, and superfluous labels removed.

20.3.3.1.13. Final cleanup, as provided herein.

20.4. Costs of Multiple Inspections

More than two (2) requests of the District to make a final inspection shall be considered an additional service of District, Architect, Construction Manager, and/or Project Inspector, and all subsequent costs will be invoiced to Contractor and if funds are available, withheld from remaining payments.

20.5. Partial Occupancy or Use Prior to Completion

20.5.1. District's Rights to Occupancy. The District may occupy or use any completed or partially completed portion of the Work at any stage. Neither the District's Final Acceptance, the making of Final Payment, any provision in Contract Documents, nor the use or occupancy of the Work, in whole or in part, by District shall constitute acceptance of Work not in accordance with the Contract Documents nor relieve the Contractor or the Contractor's Performance Bond Surety from liability with respect to any warranties or responsibility for faulty or defective Work or materials, equipment and workmanship incorporated therein. The District and the Contractor shall agree in writing to the responsibilities assigned to each of them for payments, security, maintenance, heat, utilities, damage to the Work, insurance, the period for correction of the Work, and the commencement of warranties required by the Contract Documents. Any dispute as to responsibilities shall be resolved pursuant to the Claims and Disputes provisions herein, with the added provision that during the dispute process, the District shall have the right to occupy or use any portion of the Work that it needs or desires to use.

20.5.2. Inspection Prior to Occupancy or Use. Immediately prior to partial occupancy or use, the District, the Contractor, and the Architect shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

20.5.3. No Waiver. Unless otherwise agreed upon, partial or entire occupancy or use of a portion or portions of the Work shall not constitute beneficial occupancy or acceptance of the Work not complying with the requirements of the Contract Documents.

21. FINAL PAYMENT AND RETENTION

21.1. Final Payment

21.1.1. Upon receipt and approval of a valid and final Application for Payment, the Architect will issue a final Certificate of Payment or similar document indicating Architect's agreement that the Project has

reached Completion. The District shall thereupon jointly inspect the Work and either accept the Work as complete or notify the Architect and the Contractor in writing of reasons why the Work has not reached Completion to the satisfaction of the District.

21.1.2. Upon acceptance of the Work of the Contractor as having reached Completion to the satisfaction of the District (that, absent unusual circumstances, will occur when the Punch List items have been satisfactorily completed), the District may record a Notice of Completion with the County Recorder, and the Contractor shall, upon receipt of final payment from the District, pay all the amount(s) due to its Subcontractors.

21.2. Prerequisites for Final Payment

The following conditions must be fulfilled prior to Final Payment:

21.2.1. A full and final waiver or release of all stop notices and stop payment notices in connection with the Work shall be submitted by Contractor, including a release of stop notice or stop payment notice in recordable form, together with (to the extent permitted by law) a copy of the full and final release of all stop notice or stop payment notice rights.

21.2.2. A duly completed and executed conditional waiver and release upon final payment compliant with Civil Code section 8136 from each subcontractor of any tier and supplier to be paid from the current progress payment;

21.2.3. A duly completed and executed unconditional waiver and release upon final payment compliant with Civil Code section 8138 from each subcontractor of any tier and supplier that was paid from the previous progress payment; and

21.2.4. Contractor shall have made all corrections to the Work that are required to remedy any defects therein, to obtain compliance with the Contract Documents or any requirements of applicable codes and ordinances, or to fulfill any of the orders or directions of District required under the Contract Documents.

21.2.5. Each Subcontractor shall have delivered to the Contractor all written guarantees, warranties, applications, and bonds required by the Contract Documents for its portion of the Work.

21.2.6. Contractor must have completed all requirements set forth under "Closeout Procedures," including, without limitation, submission of an approved set of complete Record Drawings.

21.2.7. Architect shall have issued its written approval that final payment can be made.

21.2.8. Contractor shall have delivered to the District all manuals and materials required by the Contract Documents.

21.2.9. Contractor shall have completed final clean up as provided herein.

21.3. Retention

21.3.1. The retention, less any amounts disputed by the District or that the District has the right to withhold pursuant to provisions herein, shall be paid:

21.3.1.1. After approval of the District by the Architect's Certificate of Payment;

21.3.1.2. After the satisfaction of the conditions set forth herein;

21.3.1.3. Within sixty (60) days after Completion;

21.3.1.4. No earlier than thirty-five (35) days of the recording of the Notice of Completion by District, if a Notice of Completion is recorded by the District.

21.3.2. No interest shall be paid on any retention, or on any amounts withheld due to a failure of the Contractor to perform, in accordance with the terms and conditions of the Contract Documents, except as provided to the contrary in any Escrow Agreement between the District and the Contractor pursuant to Public Contract Code section 22300.

21.4. Substitution of Securities

The District will permit the substitution of securities in accordance with the provisions of Public Contract Code section 22300.

21.5. Claims Asserted After Final Payment

Any lien, stop payment notice or other claim filed or asserted after the Contractor's acceptance of the Final Payment by any Subcontractor, of any tier, laborer, Material Supplier or others in connection with or for Work performed under the Contract Documents shall be the sole and exclusive responsibility of the Contractor pursuant to the indemnification obligations of the Contract Documents. In the event any lien, stop payment notice or other claim of any Subcontractor, Laborer, Material Supplier or others performing Work under the Contract Documents remain unsatisfied after Final Payment is made, Contractor shall refund to District all monies that the District may pay or be compelled to pay in discharging any lien, stop payment notice or other claim, including, without limitation all costs and reasonable attorneys' fees incurred by District in connection therewith.

22. UNCOVERING WORK, CORRECTION OF WORK AND RIGHT TO TAKEOVER WORK

22.1. Uncovering of Work

If a portion of the Work is covered without Project Inspector or Architect approval or not in compliance with the Contract Documents, it must, if required in writing by the District, the Project Inspector, or the Architect, be uncovered for the Project Inspector's or the Architect's observation and be replaced at the Contractor's expense without change in the Contract Price or Contract Time.

22.2. Rejection of Work

Prior to the District's Acceptance of the Work, any Work or materials or equipment forming a part of the Work or incorporated into the Work that is defective or not in conformity with the Contract Documents may be rejected by the District, the Architect or the Project Inspector and the Contractor shall correct all rejected Work without any adjustment to the Contract Price or the Contract Time, even if the Work, materials or equipment have been previously inspected by the Architect or the Project Inspector or even if they failed to observe the defective or non-conforming Work, materials or equipment.

22.3. Nonconforming Work

22.3.1. Contractor shall promptly remove from Premises all Work identified by District as failing to conform to the Contract Documents whether incorporated or not. Contractor shall promptly replace and re-execute its own Work to comply with the Contract Documents without additional expense to the District and shall bear the expense of making good all work of other contractors destroyed or damaged by any removal or replacement pursuant hereto and/or any delays to the District or other Contractors caused thereby.

22.3.2. If Contractor does not remove Work that District has identified as failing to conform to the Contract Documents within a reasonable time, not to exceed **FORTY-EIGHT (48)** hours, District may

remove it and may store any material at Contractor's expense. If Contractor does not pay expense(s) of that removal within ten (10) days' time thereafter, District may, upon ten (10) days' written notice, sell any material at auction or at private sale and shall deduct all costs and expenses incurred by the District and/or District may withhold those amounts from payment(s) to Contractor.

22.4. Correction of Work

22.4.1. Correction of Rejected Work. Pursuant to the notice provisions herein, the Contractor shall promptly correct the Work rejected by the District, the Architect, or the Project Inspector as failing to conform to the requirements of the Contract Documents, whether observed before or after Completion and whether or not fabricated, installed, or completed. The Contractor shall bear costs of correcting the rejected Work, including additional testing, inspections, and compensation for the Inspector's or the Architect's services and expenses made necessary thereby.

22.4.2. One-Year Warranty Corrections. If, within one (1) year after the date of Completion of the Work or a designated portion thereof, or after the date for commencement of warranties established hereunder, or by the terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of written notice from the District to do so. This period of one (1) year shall be extended with respect to portions of the Work first performed after Completion by the period of time between Completion and the actual performance of the Work. This obligation hereunder shall survive acceptance of the Work under the Contract and termination of the Contract. The District shall give such notice promptly after discovery of the condition.

22.5. District's Right to Takeover Work

22.5.1. If the Contractor should neglect to prosecute the Work properly or fail to perform any provisions of this Contract, the District, after **FORTY-EIGHT (48)** hours written notice to the Contractor, may, without prejudice to any other remedy it may have, make good such deficiencies and may deduct the cost thereof from the payment then or thereafter due the Contractor.

22.5.2. If it is found at any time, before or after Completion of the Work, that Contractor has varied from the Drawings and/or Specifications, including, but not limited to, variation in material, quality, form, or finish, or in the amount or value of the materials and labor used, District may require at its option:

22.5.2.1. That all such improper Work be removed, remade or replaced, and all work disturbed by these changes be made good by Contractor at no additional cost to the District;

22.5.2.2. That the District deduct from any amount due Contractor the sum of money equivalent to the difference in value between the work performed and that called for by the Drawings and Specifications; or

22.5.2.3. That the District exercise any other remedy it may have at law or under the Contract Documents, including but not limited to the District hiring its own forces or another contractor to replace the Contractor's nonconforming Work, in which case the District shall either issue a deductive Change Order, a Unilateral Change Order, or invoice the Contractor for the cost of that work. Contractor shall pay any invoices within thirty (30) days of receipt of same or District may withhold those amounts from payment(s) to Contractor.

22.5.3. Acceptance of Defective or Non-Conforming Work. The District may, in its sole and exclusive discretion, elect to accept Work that is defective or that is not in accordance with the requirements of the Contract Documents, instead of requiring its removal and correction, in which case the Contract Price shall be reduced as appropriate and equitable.

23. TERMINATION AND SUSPENSION

23.1. District's Right to Terminate Contractor for Cause

23.1.1. Grounds for Termination. The District, in its sole discretion, may terminate the Contract and/or terminate the Contractor's right to perform the work of the Contract based upon the following:

23.1.1.1. Contractor refuses or fails to execute the Work or any separable part thereof with sufficient diligence as will ensure its completion within the time specified or any extension thereof, or

23.1.1.2. Contractor fails to complete said Work within the time specified or any extension thereof, or

23.1.1.3. Contractor persistently fails or refused to perform Work or provide material of sufficient quality as to be in compliance with Contract Documents; or

23.1.1.4. Contractor files a petition for relief as a debtor, or a petition is filed against the Contractor without its consent, and the petition not dismissed within sixty (60) days; or

23.1.1.5. Contractor makes a general assignment for the benefit of its creditors, or a receiver is appointed on account of its insolvency; or

23.1.1.6. Contractor persistently or repeatedly refuses fails, except in cases for which extension of time is provided, to supply enough properly skilled workers or proper materials to complete the Work in the time specified; or

23.1.1.7. Contractor fails to make prompt payment to Subcontractors, or for material, or for labor; or

23.1.1.8. Contractor persistently disregards laws, or ordinances, or instructions of District; or

23.1.1.9. Contractor fails to supply labor, including that of Subcontractors, that can work in harmony with all other elements of labor employed or to be employed on the Work; or

23.1.1.10. Contractor or its Subcontractor(s) is/are otherwise in breach, default, or in substantial violation of any provision of this Contract.

23.1.2. Notification of Termination

23.1.2.1. Upon the occurrence at District's sole determination of any of the above conditions, District may, without prejudice to any other right or remedy, serve written notice upon Contractor and its Surety of District's termination of this Contract and/or the Contractor's right to perform the work of the Contract. This notice will contain the reasons for termination. Unless, within three (3) days after the service of the notice, any and all condition(s) shall cease, and any and all violation(s) shall cease, or arrangement satisfactory to District for the correction of the condition(s) and/or violation(s) be made, this Contract and/or the Contractor's right to perform the Work shall cease and terminate. Upon termination, Contractor shall not be entitled to receive any further payment until the entire Work is finished.

23.1.2.2. Upon termination, District may immediately serve written notice of tender upon Surety whereby Surety shall have the right to takeover and perform this Contract only if Surety:

23.1.2.2.1. Within three (3) days after service upon it of the notice of tender, gives District written notice of Surety's intention to takeover and perform this Contract; and

23.1.2.2.2. Commences performance of the Contract within seven (7) days from date of serving of its notice to District.

23.1.2.3. If Surety fails to notify District or begin performance as indicated herein, District may takeover the Work and execute the Work to completion by any method it may deem advisable at the expense of Contractor and/or its Surety. Contractor and/or its Surety shall be liable to District for any excess cost or other damages the District incurs thereby. Time is of the essence in the Contract. If the District takes over the Work as herein provided, District may, without liability for so doing, take possession of and utilize in completing the Work such materials, appliances, plan, and other property belonging to Contractor as may be on the Site of the Work, in bonded storage, or previously paid for.

23.1.2.4. Conversion to Termination for Convenience. In the event the Contract is terminated under this "District's Right to Terminate Contractor for Cause" section and it is finally determined by an arbitrator, court, jury or other tribunal having jurisdiction, for any reason, that the Contractor was not in default under the provisions hereof or that the District's exercise of its rights under this section was defective, deficient, ineffective, invalid or improper for any reason, the termination shall be deemed a termination for convenience of the District under the "Termination of Contractor for Convenience" section herein and thereupon, the rights and obligations of the District and the Contractor shall be determined in accordance with the "Termination of Contractor for Convenience" section herein.

23.1.3. Effect of Termination

23.1.3.1. Contractor shall, only if ordered to do so by the District, immediately remove from the Site all or any materials and personal property belonging to Contractor that have not been incorporated in the construction of the Work, or which are not in place in the Work. District retains the right, but not the obligation, to keep and use any materials and personal property belonging to Contractor that have not been incorporated in the construction of the Work, or which are not in place in the Work. Contractor and its Surety shall be liable upon the performance bond for all damages caused the District by reason of the Contractor's failure to complete the Contract.

23.1.3.2. In the event that the District shall perform any portion of, or the whole of the Work, pursuant to the provisions of the General Conditions, the District shall not be liable nor account to the Contractor in any way for the time within which, or the manner in which, the Work is performed by the District or for any changes the District may make in the Work or for the money expended by the District in satisfying claims and/or suits and/or other obligations in connection with the Work.

23.1.3.3. In the event that the Contract is terminated for any reason, no allowances or compensation will be granted for the loss of any anticipated profit by the Contractor or any impact or impairment of Contractor's bonding capacity.

23.1.3.4. If the expense to the District to finish the Work exceeds the unpaid Contract Price, Contractor and Surety shall pay difference to District within twenty-one (21) days of District's request.

23.1.3.5. Assignment and Assumption of Subcontracts. District shall have the right (but shall have no obligation) to assume and/or assign to a general contractor or construction manager or other third party who is qualified and has sufficient resources to complete the Work, the rights of the Contractor under its subcontracts with any or all Subcontractors. In the event of an assumption or assignment by the District, no Subcontractor shall have any claim against the District or third party for Work performed by Subcontractor or other matters arising prior to termination of the Contract. The District or any third party, as the case may be, shall be liable only for obligations to the Subcontractor arising after assumption or assignment. Should the District so elect, the Contractor shall execute and deliver all documents and take all steps, including the legal assignment of its contractual rights, as the District may require, for the purpose of fully vesting in the District the rights and benefits of it

Subcontractor under Subcontracts or other obligations or commitments. All payments due the Contractor hereunder shall be subject to a right of offset by the District for expenses and damages suffered by the District as a result of any default, acts, or omissions of the Contractor. Contractor must include this assignment provision in all of its contracts with its Subcontractors.

23.1.3.6. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to District.

23.2. Emergency Termination of Public Contracts Act of 1949

23.2.1. The Contract is subject to termination as provided by sections 4410 and 4411 of the Government Code of the State of California, being a portion of the Emergency Termination of Public Contracts Act of 1949.

23.2.1.1. Section 4410 of the Government Code states:

In the event a national emergency occurs, and public work, being performed by contract, is stopped, directly or indirectly, because of the freezing or diversion of materials, equipment or labor, as the result of an order or a proclamation of the President of the United States, or of an order of any federal authority, and the circumstances or conditions are such that it is impracticable within a reasonable time to proceed with a substantial portion of the work, then the public agency and the contractor may, by written agreement, terminate said contract.

23.2.1.2. Section 4411 of the Government Code states:

Such an agreement shall include the terms and conditions of the termination of the contract and provision for the payment of compensation or money, if any, which either party shall pay to the other or any other person, under the facts and circumstances in the case.

23.2.2. Compensation to the Contractor shall be determined at the sole discretion of District on the basis of the reasonable value of the Work done, including preparatory work. As an exception to the foregoing and at the District's discretion, in the case of any fully completed separate item or portion of the Work for which there is a separate previously submitted unit price or item on the accepted Schedule of Values, that price shall control. District, in its sole discretion, may adopt the Contract Price as the reasonable value of the Work performed or any portion thereof.

23.3. Termination of Contractor for Convenience

23.3.1. District in its sole discretion may terminate the Contract upon three (3) days written notice to the Contractor. Under a termination for convenience, the District retains the right to all the options available to the District if there is a termination for cause. In case of a termination for convenience, Contractor shall have no claims against the District except:

23.3.1.1. The actual cost for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, and

23.3.1.2. Five percent (5%) of the total cost of work performed as of the date of termination, or five percent (5%) of the value of the Work yet to be performed, whichever is less. This five percent (5%) amount shall be full compensation for all Contractor's and its Subcontractor(s)' mobilization and/or demobilization costs and any anticipated loss profits resulting from termination of the Contractor for convenience.

23.4. Suspension of Work

23.4.1. District may, without cause, order Contractor in writing to suspend, delay or interrupt the Project in whole or in part for such period of time as District may determine. When the District resumes the Project, the Parties will attempt to negotiate an adjustment in the Contract Price for increases or decreases in the cost of performance of the Project caused by suspension, delay or interruption. If the parties cannot agree on an adjusted Contract Price, the District may terminate the Contract as permitted herein.

23.4.2. In the event the District shall order suspension of the Work, an adjustment shall be made to the Contract Price for increases in the direct cost of performance of the Work of the Contract Documents, actually caused by suspension, delay or interruption ordered by the District; provided however that no adjustment of the Contract Price shall be made to the extent: (i) that performance is, was or would have been so suspended, delayed or interrupted by another cause for which the Contractor is responsible under the Contract Documents; or (ii) that an equitable adjustment is made or denied under another provision of the Contract Documents. The foregoing notwithstanding, any adjustment of the Contract Price shall not include any adjustment to increase the Contractor's overhead, general administrative costs or profit, all of which will remain as reflected in the Schedule of Values submitted by the Contractor pursuant to the Contract Documents. In the event of the District's suspension of the Work, the Contract Time shall be equitably adjusted.

23.5. Scope Reduction

In cases of suspension, partial or complete termination, or at the discretion of the District, the District reserves the right to unilaterally approve a deductive Change Order to reduce scope of work or perform work with other forces or its own forces.

24. CLAIMS RESOLUTION

24.1. Exclusive Remedy.

24.1.1. Compliance with the claim resolution process and timelines described in this Claims Resolution section as well as the notice provisions of the Contract are express conditions precedent to Contractor's right to commence litigation or arbitration, file a claim under the California Government Code, or commence any other legal action related to the Project ("Claims Resolution Process").

24.1.2. Contractor acknowledges that its failure, for any reason, to provide written notice and all required supporting documentation to permit the District's review and evaluation within the time frame required by this Claims Resolution Process, shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert, request, or demand any entitlement to an adjustment of the Contract Time or the contract Price on account of any instruction, request, drawings, specifications, action, condition, omission, default or other situation.

24.1.3. To the extent any provision(s) of this Claims Resolution Process conflict with or otherwise impair the timeframes and procedures of Public Contract Code section 9204, the provisions of Section 9204 shall control. If provisions of this Claims Resolution Process are supplementary and/or in addition to the requirements of Section 9204, but do not conflict with or otherwise impair the timeframes and procedures of Section 9204, the provisions of this Claims Resolution Process and the Contract shall control.

24.2. Performance during Claim Resolution Process.

The Contractor shall diligently proceed with Work on the Project at the same time that Claims are addressed under the Claims Resolution Process. It is the intent of District to resolve Claims with the Contractor as close to the events giving rise to the Claims as possible, and to avoid stale or late Claims and the late documenting of Claims. Contractor's failure to diligently proceed in accordance with the District's

instructions or the Contract terms will be considered a material breach of the Contract and a waiver of Contractor's rights under this Contract.

24.3. Waiver.

If Contractor fails to timely submit any written notices required under the terms of the Contract or in this Claims Resolution section, Contractor waives and releases its rights regarding further review of its Claim, unless Contractor and District mutually agree in writing to other time limits.

24.4. Intention.

The Claims Resolution Process required herein is intended to provide a concise mechanism for resolving Claims as they arise during the Project, while requiring accurate documentation related to contested issues as to those Claims that are not contemporaneously resolved.

24.5. Other Provisions.

If portions of the Contract, other than this Claims Resolution Process, establish a specific process regarding a specific subject, then that process shall govern and control the resolutions of any disagreements thereunder. Otherwise, the provisions in this Claims Resolution Process shall control the resolution of all Claims.

24.6. Claim Presentation

24.6.1. Claim: A claim is a written demand by Contractor (or by Contractor on behalf of a Subcontractor) that the Contractor must submit by **registered mail or certified mail return receipt requested** for:

24.6.1.1. An extension to the Contract Time, including relief from damages or penalties assessed by the District for delay;

24.6.1.2. Payment of money or damages arising from work done by, or on behalf of, the Contractor pursuant to the Contract and payment that is not otherwise expressly provided for in the Contract Documents or the Contractor is not otherwise entitled; or

24.6.1.3. Payment that is disputed by the District.

("Claim")

24.6.2. A PCO may be a Claim, but the Parties agree that a PCO shall only be a Claim if:

24.6.2.1. The District states in writing that it disagrees with the terms of a PCO and directs the Contractor to utilize the Claim Resolution Process, or

24.6.2.2. The District rejects in whole or in part a PCO and the Contractor states in writing that it is utilizing the Claim Resolution Process for the portion of the PCO that the District rejected.

24.7. Subcontractors.

24.7.1. Public Contract Code section 9204(d)(5) states that the Contractor may present to the District a Claim on behalf of a Subcontractor or lower tier Subcontractor. A Subcontractor may request in writing, either on his or her own behalf or on behalf of a lower tier Subcontractor, that the Contractor present a claim for Work which was performed by the Subcontractor or by a lower tier Subcontractor on behalf of the Subcontractor. The Subcontractor requesting that the Claim be presented to the District shall furnish reasonable documentation to support the Claim. Within 45 days of receipt of this written request, the

Contractor shall notify the Subcontractor in writing as to whether the Contractor presented the claim to the District and, if the Contractor did not present the Claim, provide the Subcontractor with a statement of the reasons for not having done so.

24.7.2. Contractor is responsible for providing this Claims Resolution Process to its Subcontractors and for ensuring that all Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor are informed of this Claims Resolution Process. No Claim submitted by any party that fails to follow the provisions of this Claims Resolution Process will be considered. Contractor shall indemnify, keep and hold harmless the District and its consultants, against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the failure to provide this Claims Resolution Process to its Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor.

24.7.3. Contractor Must Timely Identify, Present and Document Any Claim

24.7.3.1. Every Claim shall be stated with specificity in writing and signed by Contractor under penalty of perjury and presented to the District within ten (10) calendar days from the date Contractor discovers or reasonably should discover, that an act, error or omission of District, its agents or employees, or action, condition or other situation has occurred that may entitle Contractor to make a Claim. This shall include the Contractor's actual or constructive knowledge of any instruction, request, drawings, specifications, action, condition, omission, default or other situation for which the contractor believes there should be an adjustment of the Contract Price or Contract Time. Contractor shall provide this writing even if Contractor has not yet been damaged, delayed, or incurred extra cost when Contractor discovers, or reasonably should discover, the act, error, omission, action, condition or situation giving rise to the incidents giving rise to the Claim. The writing shall:

24.7.3.1.1. Identify all of the issues, events, conditions, circumstances and/or causes giving rise to the Claim;

24.7.3.1.2. Identify all pertinent dates and/or durations and all actual and/or anticipated effects on the Contract Price, milestones and/or Contract Time adjustments; and

24.7.3.1.3. Identify in detail line-item costs if the Claim seeks money.

24.7.3.1.4. If the Claim involves extra work, a detailed cost breakdown of the amounts the Contractor is seeking, including actual cost records (including without limitation, payroll records, material and rental invoices and the like) demonstrating that those costs have actually been incurred. To the extent costs have not yet been incurred at the time the Claim is submitted, actual cost records must be submitted on a current basis not less than once a week during any periods costs are incurred. A cost record will be considered current if submitted within seven (7) days of the date the cost reflected in the record is incurred. At the request of District, extra costs may be subject to further verification procedures (such as having an inspector verify the performance of alleged extra work on a daily basis).

24.7.3.1.5. If the Claim involves an error or omission in the Contract Documents:

24.7.3.1.5.1. An affirmative representation under penalty of perjury by Contractor and any affected Subcontractors and suppliers that the error or omission was not discovered prior to submitting a proposal for the Work, and

24.7.3.1.5.2. A detailed statement demonstrating that the error or omission reasonably should not have been discovered, by Contractor, its Subcontractors and suppliers, prior to submitting a proposal for the Work.

24.7.3.1.6. If the Claim involves a request for additional compensation for escalation of materials costs, then this provision exclusively governs those request(s) by Contractor and the following are **all** conditions precedent to Contractor's submission of a Change Order Request or Claim for additional compensation for escalation of materials costs.

24.7.3.1.6.1. Contractor shall not be entitled to submit a request for compensation for escalation of materials unless the actual cost of materials exceeds ten percent (10%) of the **total** material costs on the Project.

24.7.3.1.6.2. The cost escalation is the result of unusual and unforeseeable market conditions not reasonably foreseeable at the time of award of the Contract and was not an escalated cost resulting from any action or inaction of the Contractor.

24.7.3.1.6.3. Contractor timely ordered and/or purchased the materials at issue.

24.7.3.1.6.4. Contractor's material costs were reasonable at the time of Contractor's bid for the Project.

24.7.3.1.6.5. Contractor demonstrates an actual increase in the cost of materials in its Contract Price at the time of award of the Contract and/or as reflected in Contractor's escrowed bid documents compared to Contractor's actual material payment cost paid either at time of purchase or delivery, whichever is earlier.

24.7.3.1.6.6. An actual year-to-date price increase has occurred and can be substantiated by the E.N.R. 20-City Average Material Cost Index for the material at issue that demonstrates the claim for an increase in price of the material at the time of delivery of the higher priced material to the Project.

24.7.3.2. The writing shall be accompanied by all documents substantiating Contractor's position regarding the Claim.

24.7.3.3. A Claim that asserts an effect on any schedule milestones and/or Contract Time shall include all pertinent scheduling data demonstrating the impact(s) on the critical path(s), milestone(s) and/or Contract Time.

24.7.3.4. Contractor agrees that it shall not base its damages, its calculations or its Claim on a "total cost" approach, a "modified total cost" approach or a "jury verdict method" approach.

24.7.4. Certification. Each copy of the Claim Documentation shall be certified by a responsible officer of the Contractor in accordance with the requirements of the Contract Documents. This certification shall be under penalty of perjury and must include the following language immediately above or before the Contractor's signature: ***"I declare under penalty of perjury under the laws of the State of California that the information provided and statements made in this Claim are true and correct, substantiated and of merit."*** The Contractor acknowledges that this requirement is not a mere formality but is intended to ensure that the Contractor only submits Claims that it believes are true and correct, substantiated and have merit. Should Contractor fail to submit the foregoing written statement signed under penalty of perjury, Contractor waives and releases its Claim, including all rights and remedies in connection therewith. This certification must include a certification of any portion of the Claim from Subcontractor(s) or others who are asserting Claims by and through Subcontractors and/or the Contractor

24.7.5. District's Written Statement/Decision on Claim. The District shall issue a written statement/decision regarding the Claim to the Contractor within forty-five (45) days of receipt of the written Claim from the Contractor, or three (3) days after the District's first regular governing board meeting after that 45-day period if the District's governing board does not meet within that first 45-day

period. If the District fails to timely provide a written statement/decision regarding the Claim, the Claim shall be deemed rejected in its entirety.

24.7.6. Contractor Must Demand an Informal Meet and Confer Conference if Contractor Pursues Any Claim

24.7.6.1. FAILURE OF A CONTRACTOR TO TIMELY DEMAND A MEET AND CONFER CONFERENCE IS A WAIVER OF ITS RIGHT TO PURSUE ALL OR A PORTION OF ITS CLAIM.

24.7.6.2. Where There Is No Agreement: If there is no agreement between Contractor and the District on a Claim, then within ten (10) calendar days of the date of the District's written statement/decision in response to a Claim or PCO, if Contractor pursues that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested**, a meet and confer conference with District staff. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below.

24.7.6.3. Where There Is Partial Agreement: If Contractor and the District partially agree on a Claim but do not reach complete agreement, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to. For those issues not agreed to, if Contractor pursues those issues from that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested**, a meet and confer conference with District staff regarding those issues. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below, in connection with the District's rejection.

24.7.6.4. Meet and Confer Conference. District and Contractor shall schedule the meet and confer conference as soon as reasonably possible after Contractor's written demand for a meet and confer conference, but in no case later than thirty (30) days after Contractor's demand.

24.7.6.5. District's Written Decision. Within ten (10) **business** days of the meet and confer conference, the District shall issue a written decision. If the District fails to timely provide a written statement/decision after the meet and confer conference, all Claim issues that were part of the meet and confer conference shall be deemed rejected in their entirety.

24.7.6.5.1. If the District's decision completely resolves the Claim, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to.

24.7.6.5.2. If the District rejects the Contractor's Claim in whole or in part or does not issue a timely written response, then the parties shall mediate the remaining issues of the Claim.

24.7.6.5.3. Contractor's costs incurred in seeking relief for Claims are not recoverable from District.

24.7.7. Mediation.

24.7.7.1. At the District's sole discretion, this mediation may be a multiple-party mediation with the Architect, the Construction Manager, the Inspector, and/or other District consultants.

24.7.7.2. The District and Contractor shall mutually agree to a mediator within ten (10) **business** days after the disputed portion of the Claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the Claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator.

24.7.8. Contractor's Obligation to File a Government Code Claim. Nothing in this Contract, including this Claims Resolution Process, waives, modifies or tolls the Contractor's obligation to present a timely claim under Government Code section 910, et seq. Therefore, in addition to complying with this Claims Resolution Process, the Contractor is required to present claims to the District pursuant to Government Code section 910, et seq. If after the requirements of this Claims Resolution Process are satisfied, and all or a portion of the Claim remains unresolved, and if the Government Code claim is rejected by the District, the Contractor may proceed under the post-mediation provisions of this Claims Resolution Process.

24.7.9. Post Mediation Provisions

24.7.9.1. Claims of \$375,000 or Less: The provisions of Public Contract Code § 20104.4 shall apply. Pursuant to Public Contract Code § 20104.4(a), within sixty (60) days, but no earlier than thirty (30) days, following the filing of responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of both parties. Pursuant to Public Contract Code § 9204(d)(2)(D), a mediation conducted pursuant to this Claims Resolution Process shall excuse the obligation under Public Contract Code § 20104.4(a) to mediate after litigation has been commenced unless otherwise agreed to by the parties in writing.

24.7.9.2. Litigation of Claims in Excess of \$375,000. If, after a mediation as indicated above, the Parties have not resolved the Claim, either Party may commence an action in a court of competent jurisdiction to contest that decision within ninety (90) days following the conclusion of that mediation or one (1) year following the accrual of the cause of action, whichever is later. By mutual agreement, the Parties can agree to instead resolve the Claim through arbitration.

24.7.10. The District shall be entitled to remedy any false claims, as defined in California Government Code section 12650 *et seq.*, made to the District by the Contractor or any Subcontractor under the standards set forth in Government Code section 12650 *et seq.* Any Contractor or Subcontractor who submits a false claim shall be liable to the District for three times the amount of damages that the District sustains because of the false claim. A Contractor or Subcontractor who submits a false claim shall also be liable to the District for (a) the costs, including attorney fees, of a civil action brought to recover any of those penalties or damages, and (b) a civil penalty of up to \$11,000 for each false claim. In addition, Contractor may be subject to criminal prosecution under California Penal Code §72 and/or civil liability under False Claims Act. If so, the District may be entitled to recover its costs incurred to investigate any False Claim, including but not limited to attorneys' fees and expert fees incurred in connection with that investigation.

24.8. Documentation of Resolution.

If a Claim is resolved, the District shall determine if that resolution shall be documented in an Agreement and Release of Any and All Claims form or other document, as appropriate.

24.9. Claim Resolution Process – Non-Applicability.

The procedures and provisions in this Claims Resolution section shall **not** apply to:

24.9.1. District's determination of what Work is or will be constructed, or whether the Work complies with the Contract Documents for purposes of accepting the Work;

24.9.2. District's rights and obligations as a public entity, such as, but without limitation, the revocation of pre-qualified or qualified status, barring a contractor from District contracts, the imposition of penalties or forfeitures prescribed by statute or regulation; provided, however, that penalties imposed against a public entity by statutes such as Public Contract Code section 7107, shall be subject to the mandatory dispute resolution provisions of this Claims Resolution section and the Contract;

- 24.9.3. Personal injury, wrongful death or property damage claims;
 - 24.9.4. Latent defect or breach of warranty or guarantee to repair;
 - 24.9.5. Stop notices or stop payment notices; or
 - 24.9.6. Any other District rights as set forth herein.
- 24.10. The District's failure to respond to a Claim from the Contractor within the time periods described herein or to otherwise meet the time requirements of Public Contract Code section 9204 shall automatically result in the Claim being deemed rejected in its entirety, with no admission by the District as to the merits of the Claim.
- 24.11. If District fails to timely issue payment for any Claim or portion of a Claim as required pursuant to these Claim Resolution Procedures, the Contractor is permitted to assess interest indicated in Public Contract Code section 9204. Notwithstanding this provision, and in accordance with Public Contract Code section 7107, the District is entitled to withhold up to 150% of disputed amounts and the District shall not be liable for payment of interest on such disputed amounts pending final adjudication of such disputes.

25. LABOR, WAGE & HOUR, APPRENTICE AND RELATED PROVISIONS

25.1. Contractor & Subcontractor Registration

25.1.1. Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner of California and complying with any applicable enforcement by the Department of Industrial Relations. Labor Code section 1771.1(a) states the following:

“A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Section 1725.5. It is not a violation of this section for an unregistered contractor to submit a bid that is authorized by Section 7029.1 of the Business and Professions Code or by Section 10164 or 20103.5 of the Public Contract Code, provided the contractor is registered to perform public work pursuant to Section 1725.5 at the time the contract is awarded.”

25.1.2. Contractor acknowledges that, for purposes of Labor Code section 1725.5, all or some of the Work is a public work to which Labor Code section 1771 applies. Contractor shall comply with Labor Code section 1725.5, including without limitation the registration requirements. Additionally, all Contractor's Subcontractors shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Contract. Contractor represents that all of its Subcontractors are registered pursuant to Labor Code section 1725.5.

25.1.3. The Project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Contractor shall post job site notices, as prescribed by regulation. Contractor shall comply with all requirements of Labor Code section 1771.4, except the requirements that are exempted by the Labor Commissioner for the Project.

25.2. Wage Rates, Travel and Subsistence

25.2.1. Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, division 2,

of the Labor Code of California, the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public work is to be performed for each craft, classification, or type of worker needed to execute this Contract are on file at the District's principal office and copies will be made available to any interested party on request and are available to any interested party on request or at www.dir.ca.gov/oprl/statistics_and_databases.html. Contractor shall obtain and post a copy of these wage rates at the job site.

25.2.2. Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half times the above specified rate of per diem wages, unless otherwise specified. The holidays upon which those rates shall be paid need not be specified by the District, but shall be all holidays recognized in the applicable collective bargaining agreement. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code.

25.2.3. Contractor shall pay and shall cause to be paid each worker engaged in Work on the Project not less than the general prevailing rate of per diem wages determined by the Director of the Department of Industrial Relations ("DIR") ("Director"), regardless of any contractual relationship which may be alleged to exist between Contractor or any Subcontractor and such workers.

25.2.4. If during the period this bid is required to remain open, the Director determines that there has been a change in any prevailing rate of per diem wages in the locality in which the Work under the Contract is to be performed, such change shall not alter the wage rates in the Invitation to Bid or the Contract subsequently awarded.

25.2.5. Pursuant to Labor Code section 1775, Contractor shall, as a penalty to District, forfeit the statutory amount, (currently not to exceed two hundred dollars (\$200) for each calendar day, or portion thereof), for each worker paid less than the prevailing rates, as determined by the District and/or the Director, for the work or craft in which that worker is employed for any public work done under Contract by Contractor or by any Subcontractor under it.

25.2.5.1. The amount of the penalty shall not be less than forty dollars (\$40) for each calendar day, or portion thereof, unless the failure of Contractor was a good faith mistake and, if so, the error was promptly and voluntarily corrected when brought to the attention of Contractor.

25.2.5.2. The amount of the penalty shall not be less than eighty dollars (\$80) for each calendar day or portion thereof, if Contractor has been assessed penalties within the previous three (3) years for failing to meet Contractor's prevailing wage obligations on a separate contract, unless those penalties were subsequently withdrawn or overturned.

25.2.5.3. The amount of the penalty may not be less than one hundred twenty dollars (\$120) for each calendar day, or portion thereof, if the Labor Commissioner determines the Contractor willfully violated Labor Code section 1775.

25.2.5.4. The difference between such prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate, shall be paid to each worker by Contractor.

25.2.6. Any worker employed to perform Work on the Project, which Work is not covered by any classification listed in the general prevailing wage rate of per diem wages determined by the Director, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to Work to be performed by him, and such minimum wage rate shall be retroactive to time of initial employment of such person in such classification.

25.2.7. Pursuant to Labor Code section 1773.1, per diem wages are deemed to include employer

payments for health and welfare, pension, vacation, travel time, subsistence pay, and apprenticeship or other training programs authorized by section 3093, and similar purposes.

25.2.8. Contractor shall post at appropriate conspicuous points on the Site of Project, a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned. In addition, Contractor shall post a sign-in log for all workers and visitors to the Site, a list of all subcontractors of any tier on the Site, and the required Equal Employment Opportunity poster(s).

25.3. Hours of Work

25.3.1. As provided in article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code, eight (8) hours of labor shall constitute a legal days work. The time of service of any worker employed at any time by Contractor or by any Subcontractor on any subcontract under this Contract upon the Work or upon any part of the Work contemplated by this Contract shall be limited and restricted by Contractor to eight (8) hours per day, and forty (40) hours during any one week, except as hereinafter provided. Notwithstanding the provisions hereinabove set forth, Work performed by employees of Contractor in excess of eight (8) hours per day and forty (40) hours during any one week, shall be permitted upon this public work upon compensation for all hours worked in excess of eight (8) hours per day at not less than one and one-half times the basic rate of pay.

25.3.2. Contractor shall keep and shall cause each Subcontractor to keep an accurate record showing the name of and actual hours worked each calendar day and each calendar week by each worker employed by Contractor in connection with the Work or any part of the Work contemplated by this Contract. The record shall be kept open at all reasonable hours to the inspection of District and to the Division of Labor Standards Enforcement of the DIR.

25.3.3. Pursuant to Labor Code section 1813, Contractor shall as a penalty to the District forfeit the statutory amount (believed by the District to be currently twenty five dollars (\$25)) for each worker employed in the execution of this Contract by Contractor or by any Subcontractor for each calendar day during which such worker is required or permitted to work more than eight (8) hours in any one calendar day and forty (40) hours in any one calendar week in violation of the provisions of article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code.

25.3.4. Any Work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed without additional expense to the District.

25.4. Payroll Records

25.4.1. If requested by the District, Contractor shall provide to the District and shall cause each Subcontractor performing any portion of the Work to provide the District and an accurate and certified payroll record ("CPR(s)"), showing the name, address, social security number, work classification, straight time, and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work.

25.4.1.1. In addition to any other requirements pursuant to Labor Code sections 1770, et seq., the CPRs enumerated hereunder shall be certified and shall be provided to the District on a weekly basis. The CPRs from the Contractor and each Subcontractor for each week shall be provided on or before Wednesday of the week following the week covered by the CPRs. District shall not make any payment to Contractor until:

25.4.1.1.1. Contractor and/or its Subcontractor(s) provide CPRs acceptable to the District,
and

25.4.1.1.2. The District is given sufficient time to review and/or audit the CPRs to determine their acceptability. Any delay in Contractor and/or its Subcontractor(s) providing CPRs to the District in a timely manner will directly delay the District's review and/or audit of the CPRs and Contractor's payment.

25.4.2. All CPRs shall be available for inspection at all reasonable hours at the principal office of Contractor on the following basis:

25.4.2.1. A certified copy of an employee's CPR shall be made available for inspection or furnished to the employee or his/her authorized representative on request.

25.4.2.2. CPRs shall be made available for inspection or furnished upon request to a representative of District, Division of Labor Standards Enforcement, Division of Apprenticeship Standards, and/or the Department of Industrial Relations.

25.4.2.3. CPRs shall be made available upon request by the public for inspection or copies thereof made; provided, however, that a request by the public shall be made through either the District, Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. If the requested CPRs have not been provided pursuant to the provisions herein, the requesting party shall, prior to being provided the records reimburse the costs of preparation by Contractor, Subcontractors, and the entity through which the request was made. The public shall not be given access to the records at the principal office of Contractor.

25.4.3. The form of certification for the CPRs shall be as follows:

I, _____ (Name-Print), the undersigned, am the _____
_____ (Position in business) with the authority to act for and on behalf of _____
_____ (Name of business and/or Contractor), certify under penalty of perjury that the records or copies thereof submitted and consisting of _____
(Description, number of pages) are the originals or true, full, and correct copies of the originals which depict the payroll record(s) of actual disbursements by way of cash, check, or whatever form to the individual or individual named, and (b) we have complied with the requirements of sections 1771, 1811, and 1815 of the Labor Code for any work performed by our employees on the Project.

Date: _____ Signature: _____
(Section 16401 of Title 8 of the California Code of Regulations)

25.4.4. Each Contractor shall file a certified copy of the CPRs with the entity that requested the records within ten (10) days after receipt of a written request.

25.4.5. Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by District, Division of Apprenticeship Standards, or Division of Labor Standards Enforcement shall be marked or obliterated in such a manner as to prevent disclosure of an individual's name, address, and social security number. The name and address of Contractor awarded Contract or performing Contract shall not be marked or obliterated.

25.4.6. Contractor shall inform District of the location of the records enumerated hereunder, including the street address, city, and county, and shall, within five (5) Business Days, provide a notice of change of location and address.

25.4.7. In the event of noncompliance with the requirements of this section, Contractor shall have ten (10) days in which to comply subsequent to receipt of written notice specifying in what respects Contractor must comply with this section. Should noncompliance still be evident after the ten (10) day

period, Contractor shall, as a penalty to District, forfeit one hundred dollars (\$100) for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of Division of Apprenticeship Standards or Division of Labor Standards Enforcement, these penalties shall be withheld from progress payments then due.

25.4.8. It shall be the responsibility of Contractor to ensure compliance with the provisions of Labor Code section 1776.

25.5. Apprentices

25.5.1. Contractor acknowledges and agrees that, if this Contract involves a dollar amount greater than or a number of working days greater than that specified in Labor Code section 1777.5, then this Contract is governed by the provisions of Labor Code Section 1777.5. It shall be the responsibility of Contractor to ensure compliance with this Article and with Labor Code section 1777.5 for all apprenticeship occupations.

25.5.2. Apprentices of any crafts or trades may be employed and, when required by Labor Code section 1777.5, shall be employed provided they are properly registered in full compliance with the provisions of the Labor Code.

25.5.3. Every such apprentice shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which he/she is employed, and shall be employed only at the work of the craft or trade to which she/he is registered.

25.5.4. Only apprentices, as defined in section 3077 of the Labor Code, who are in training under apprenticeship standards and written apprentice agreements under chapter 4 (commencing at section 3070), division 3, of the Labor Code, are eligible to be employed. The employment and training of each apprentice shall be in accordance with the provisions of the apprenticeship standards and apprentice agreements under which he/she is training.

25.5.5. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractors employing workers in any apprenticeable craft or trade in performing any Work under this Contract shall apply to the applicable joint apprenticeship committee for a certificate approving the Contractor or Subcontractor under the applicable apprenticeship standards and fixing the ratio of apprentices to journeymen employed in performing the Work.

25.5.6. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractor may be required to make contributions to the apprenticeship program.

25.5.7. If Contractor or Subcontractor willfully fails to comply with Labor Code section 1777.5, then, upon a determination of noncompliance by the Administrator of Apprenticeship, it shall:

25.5.7.1. Be denied the right to bid on any subsequent project for one (1) year from the date of such determination;

25.5.7.2. Forfeit as a penalty to District the full amount as stated in Labor Code section 1777.7. Interpretation and enforcement of these provisions shall be in accordance with the rules and procedures of the California Apprenticeship Council and under the authority of the Chief of the Division of Apprenticeship Standards.

25.5.8. Contractor and all Subcontractors shall comply with Labor Code section 1777.6, which section forbids certain discriminatory practices in the employment of apprentices.

25.5.9. Contractor shall become fully acquainted with the law regarding apprentices prior to

commencement of the Work. Special attention is directed to sections 1777.5, 1777.6, and 1777.7 of the Labor Code, and title 8, California Code of Regulations, section 200 et seq. Questions may be directed to the State Division of Apprenticeship Standards, 455 Golden Gate Avenue, San Francisco, California 94102.

25.5.10. Contractor shall ensure compliance with all certification requirements for all workers on the Project including, without limitation, the requirements for electrician certification in Labor Code sections 108, et seq.

25.6. Non-Discrimination

25.6.1. Contractor herein agrees not to discriminate in its recruiting, hiring, promotion, demotion, or termination practices on the basis of race, religious creed, national origin, ancestry, sex, age, or physical handicap in the performance of this Contract and to comply with the provisions of the California Fair Employment and Housing Act as set forth in part 2.8 of division 3 of the California Government Code, commencing at section 12900; the Federal Civil Rights Act of 1964, as set forth in Public Law 88-352, and all amendments thereto; Executive Order 11246, and all administrative rules and regulations found to be applicable to Contractor and Subcontractor.

25.6.2. Special requirements for Federally Assisted Construction Contracts: During the performance of this Contract, Contractor agrees to incorporate in all subcontracts the provisions set forth in Chapter 60-1.4(b) of Title 41 published in Volume 33 No. 104 of the Federal Register dated May 28, 1968.

25.7. Labor First Aid

Contractor shall maintain emergency first aid treatment for Contractor's workers on the Project which complies with the Federal Occupational Safety and Health Act of 1970 (29 U.S.C. § 651 et seq.) the California Occupational Safety and Health Act of 1973, and all related regulations, including without limitation section 330 et seq. of Title 8 of the California Code of Regulations.

26. MISCELLANEOUS

26.1. Assignment of Antitrust Actions

26.1.1. Section 7103.5(b) of the Public Contract Code states:

In entering into a public works contract or subcontract to supply goods, services, or materials pursuant to a public works contract, the Contractor or subcontractor offers and agrees to assign to the awarding body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, made and become effective at the time the awarding body tenders final payment to the Contractor, without further acknowledgment by the parties.

26.1.2. Section 4552 of the Government Code states:

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder.

26.1.3. Section 4553 of the Government Code states:

If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

26.1.4. Section 4554 of the Government Code states:

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

26.1.5. Under this Article, “public purchasing body” is District and “bidder” is Contractor.

26.2. Excise Taxes

If, under Federal Excise Tax Law, any transaction hereunder constitutes a sale on which a Federal Excise Tax is imposed and the sale is exempt from such Federal Excise Tax because it is a sale to a State or Local Government for its exclusive use, District, upon request, will execute documents necessary to show (1) that District is a political subdivision of the State for the purposes of such exemption, and (2) that the sale is for the exclusive use of District. No Federal Excise Tax for such materials shall be included in any Contract Price.

26.3. Taxes

Contract Price is to include any and all applicable sales taxes or other taxes that may be due in accordance with section 7051 of the Revenue and Taxation Code; Regulation 1521 of the State Board of Equalization or any other tax code that may be applicable.

26.4. Shipments

All shipments must be F.O.B. destination to Site or sites, as indicated in the Contract Documents. There must be no charge for containers, packing, unpacking, drayage, or insurance. The total Contract Price shall be all inclusive (including sales tax) and no additional costs of any type will be considered.

26.5. Compliance with Government Reporting Requirements

If this Contract is subject to federal or other governmental reporting requirements because of federal or other governmental financing in whole or in part for the Project which it is part, or for any other reason, Contactor shall comply with those reporting requirements at the request of the District at no additional cost.

END OF SECTION

SECTION 01 64 00

OWNER FURNISHED PRODUCTS

PART 1 GENERAL

1.01 SUMMARY

- A. DESCRIPTION: The Owner shall procure and provide certain products for installation as shown and specified per Contract Documents.
- B. RELATED WORK SPECIFIED ELSEWHERE
 - 1. **General.** Products furnished and paid for by the Owner are described in the following technical sections and /or in the Drawings.
 - 2. **District Supplies Material.**
Note that this project includes the installation of owner-supplied material; the District has acquired roofing material through the CMAS (California Multiple Award Schedules) program.

1.02 DEFINITIONS

- A. GENERAL: The following are used to identify products as noted on the Drawings.
- B. OWNER FURNISHED CONTRACTOR INSTALLED (O.F.C.I.): Products or equipment furnished by the Owner for installation under this contract.
- C. OWNER FURNISHED OWNER INSTALLED (O.F.O.I.): Products or equipment to be provided and installed by the Owner, but requiring surfacing, backing, utility connections or other preparation under this contract, for proper installation.
- D. NOT IN CONTRACT (N.I.C.): Products or equipment to be provided and installed by Owner, not requiring surfacing, backing, utility connections or other preparation under this contract.

PART 2 PRODUCTS

2.01 PRODUCTS

- A. ROOFING MATERIAL FURNISHED BY OWNER (O.F.C.I.) District supplied material through the CMAS (California Multiple Award Schedules) program. Related specification sections include Section 075360 Modified Bituminous Membrane Roofing

B. MATERIAL LIST:

1.	Versiply Mineral	40	Rolls
2.	Versiply 40	20	Rolls
3.	LiquiTec	240	Buckets
4.	Grip Polyester Soft, 6-in	25	Rolls
5.	Freight to the Jobsite	1	Each

PART 3 EXECUTION

3.01 OWNER'S RESPONSIBILITIES

- A. SUBMITTALS: Arrange for and deliver necessary shop drawings, product data and samples to Contractor

- B. DELIVERY:
 - 1. **General**: Arrange and pay for product delivery to site, in accordance with construction schedule
 - 2. **Bill of Materials**: Deliver supplier's documentation to Contractor.
 - 3. **Inspection**. Inspect jointly with Contractor.
 - 4. **Claims**. Submit for transportation damage and replacement of otherwise damaged, defective, or missing items.

- C. **GUARANTEES**: Arrange for manufacturer's warranties, bonds, service, inspections, as required.

3.02 CONTRACTOR'S RESPONSIBILITIES

- A. SUBMITTALS: Arrange for and deliver necessary shop drawings, product data and samples to Contractor

- B. DELIVERY:
 - 1. **General**: Designate delivery date for each product in Progress Schedule
 - 2. **Receiving**: Receive and unload products at site. Handle products at site, including uncrating and storage.
 - 3. **Inspection**: Promptly inspect products jointly with Owner; record shortages, damaged or defective items.
 - 4. **Storage**: Protect products from damage or exposure to elements.

- C. INSTALLATION:
 - 1. **General**: Assemble, install, connect, adjust, and finish products, as stipulated in the respective section of Specifications.
 - 2. **Repair and Replacement**: Items damaged during handling and installation are the responsibility of the contractor.

END OF SECTION

SECTION 07 56 30

FLUID APPLIED ROOF RESTORATION

PART 1 GENERAL

1.1 SCOPE OF WORK:

- A. The work under this contract shall include all labor, non-owner supplied materials, tools, transportation, equipment, services, and facilities necessary for, and reasonably incidental to, the completion of the work as shown on the drawings and/or described in the specifications, for the following scope of work:
1. Mineral Modified Bitumen Surface Roof Restoration: Renovation work includes but is not limited to the following:
 2. Remove and dispose of all base flashings.
 3. Install new curbs as indicated by the District.
 4. Install new base flashings with Versiply 40 and Versiply Mineral membranes using Green-Lock Flashing Adhesive.
 5. Patch and repair all blisters, mole runs, unadhered seams, and damaged membrane areas.
 6. Patch in removed areas using Versiply 40 and Versiply Mineral in Green-Lock Flashing Adhesive.
 7. Cut out caulking along counterflashing's and penetration details. Install new Green-Lock Sealant XL.
 8. Powerwash the entire roof system with simple green or tsp and water solution.
 9. Apply Liquitec at 3 gallons per square to all details and membrane seams. Immediately roll grip polyester soft into the coating. Allow cure.
 10. Apply base coat of Liquitec at 2 gallons per square over entire roof surface.
 11. Apply topcoat of Liquitec at 2 gallons per square over entire roof surface.
 12. At mechanical screen support penetrations, apply a 3 course of Liquitec and Polyester over the base and a minimum of 6" up support beam.
 13. Install new R-Mer Edge Coping.

1.2 RELATED SECTIONS

- A. Section 07 61 00 - Sheet Metal Flashing and Trim: Metal cap flashing and expansion joints.

1.3 REFERENCES

- A. ASTM C 92 - Standard Test Methods for Sieve Analysis and Water Content of Refractory Materials.
- B. ASTM C 920 - Standard Specification for Elastomeric Joint Sealants.
- C. ASTM D 93 - Standard Test Methods for Flash Point by Pensky-Martens Closed Cup Tester.
- D. ASTM D 562 - Standard Test Method for Consistency of Paints Measuring Krebs Unit (KU) Viscosity Using a Stormer-Type Viscometer.
- E. ASTM D 624 - Standard Test Method for Tear Strength of Conventional Vulcanized Rubber and Thermoplastic Elastomers
- F. ASTM D 2240 - Standard Test Method for Rubber Property-Durometer Hardness.
- G. ASTM D 4212 - Standard Test Method for Viscosity by Dip-Type Viscosity Cups.

- H. ASTM D 4402 - Standard Test Method for Viscosity Determination of Asphalt at Elevated Temperatures Using a Rotational Viscometer.
- I. ASTM E 1980 - Standard Practice for Calculating Solar Reflectance Index of Horizontal and Low-Sloped Opaque Surfaces
- J. SRI - Solar Reflectance Index calculated according to ASTM E 1980.
- K. SMACNA Architectural Sheet Metal Manual.
- L. National Roofing Contractors Association (NRCA) - Roofing and Waterproofing Manual.

1.4 SUBMITTALS

- A. Submit under provisions of Section 01 30 00.
- B. Product Data: Manufacturer's data sheets on each product to be used, including:
 - 1. Preparation instructions and recommendations.
 - 2. Storage and handling requirements and recommendations.
 - 3. Installation methods.
- C. Shop Drawings: Submit shop drawings including installation details of fluid applied roofing and flashing prior to job start.
- D. LEED Submittals: Provide documentation of how the requirements of Credit will be met:
 - 1. List of proposed materials with recycled content. Indicate post-consumer recycled content and pre-consumer recycled content for each product having recycled content.
 - 2. Product data and certification letter indicating percentages by weight of post-consumer and pre-consumer recycled content for products having recycled content.
 - 3. Product reflectivity and emissivity criteria to qualify for one point under the LEED credit category, Credit 7.2, Landscape & Exterior Design to Reduce Heat Island - Roof.
- E. Verification Samples: For each product specified, two samples, minimum size 6 inches (150 mm) square, representing actual product, and color.
- F. Manufacturer's Certificates: Certify products meet or exceed specified requirements.
- G. Closeout Submittals: Provide manufacturer's maintenance instructions that include recommendations for periodic inspection and maintenance of all completed roofing work. Provide product warranty executed by the manufacturer. Assist Owner in preparation and submittal of roof installation acceptance certification as may be necessary in connection with fire and extended coverage insurance on roofing and associated work.

1.5 QUALITY ASSURANCE

- A. Perform Work in accordance with manufacturer's current Application and Installation Guidelines and the NRCA Roofing and Waterproofing Manual.
- B. Manufacturer Qualifications: Manufacturer: Company specializing in manufacturing products specified in this section with documented ISO 9001 certification and minimum twelve years and experience.
- C. Installer Qualifications: Company specializing in performing Work of this section with minimum five years documented experience and a certified Pre-Approved Garland Contractor.

- D. Installer's Field Supervision: Maintain a full-time Supervisor/Foreman on job site during all phases of roofing work while roofing work is in progress.
- E. Product Certification: Provide manufacturer's certification that materials are manufactured in the United States and conform to requirements specified herein, are chemically and physically compatible with each other, and are suitable for inclusion within the total roof system specified herein.
- F. Source Limitations: Obtain all components of roof system from a single manufacturer. Secondary products that are required shall be recommended and approved in writing by the roofing system Manufacturer. Upon request of the Architect or Owner, submit Manufacturer's written approval of secondary components in list form, signed by an authorized agent of the Manufacturer.

1.6 PRE-INSTALLATION CONFERENCE

- A. Convene a pre-roofing conference approximately two weeks before the scheduled commencement of roofing system installation and associated work.
- B. Require attendance of installers of deck or substrate construction to receive roofing, installers of rooftop units and other work in and around roofing which must precede or follow roofing work including mechanical work, Architect, Owner, roofing system manufacturer's representative.
- C. Objectives include:
 1. Review foreseeable methods and procedures related to roofing work, including set up and mobilization areas for stored material and work area.
 2. Tour representative areas of roofing substrates, inspect and discuss condition of substrate, roof drains, curbs, penetrations and other preparatory work.
 3. Review structural loading limitations of deck and inspect deck for loss of flatness and for required attachment.
 4. Review roofing system requirements, Drawings, Specifications and other Contract Documents.
 5. Review and finalize schedule related to roofing work and verify availability of materials, installer's personnel, equipment and facilities needed to make progress and avoid delays.
 6. Review required inspection, testing, certifying procedures.
 7. Review weather and forecast weather conditions and procedures for coping with unfavorable conditions, including the possibility of temporary roofing.
 8. Record conference including decisions and agreements reached. Furnish a copy of records to each party attending.

1.7 DELIVERY, STORAGE, AND HANDLING

- A. Deliver and store products in manufacturer's unopened packaging with labels intact until ready for installation.
- B. Store all roofing materials in a dry place, on pallets or raised platforms, out of direct exposure to the elements until time of application. Store materials at least 4 inches above ground level and covered with "breathable" tarpaulins.
- C. Stored in accordance with the instructions of the manufacturer prior to their application or installation. Store roll goods on end on a clean flat surface. No wet or damaged materials will be used in the application.
- D. Storage temperatures should be between 60 degrees F to 80 degrees F (15.6 degrees to 26.7 degrees C). Indoor ventilated storage is recommended. Ensure jobsite storage is in a shaded and

ventilated area. Do not store in direct sunlight Keep materials away from open flame or welding sparks.

- E. Avoid stockpiling of materials on roofs without first obtaining acceptance from the Architect/Engineer.

1.8 PROJECT CONDITIONS

- A. Maintain environmental conditions (temperature, humidity, and ventilation) within limits recommended by manufacturer for optimum results. Do not install products under environmental conditions outside manufacturer's absolute limits.
- B. Weather Condition Limitations: Product application must not be done when rain or other conditions such as fog or heavy dew are possible within a 24 hour period. Roof surface must be at least 6 Fahrenheit degrees or 3 Celsius degrees above the dew point and rising.
- C. Proceed with roofing work only when existing and forecasted weather conditions will permit unit of work to be installed in accordance with manufacturer's recommendations and warranty requirements.
- D. Do not expose materials vulnerable to water or sun damage in quantities greater than can be weatherproofed during same day.
- E. When applying materials with spray equipment, take precautions to prevent over spray and/or solvents from damaging or defacing surrounding walls, building surfaces, vehicles or other property. Care should be taken to do the following:
 - 1. Close air intakes into the building.
 - 2. Have a dry chemical fire extinguisher available at the jobsite.
 - 3. Post and enforce "No Smoking" signs.
- F. Avoid inhaling spray mist; take precautions to ensure adequate ventilation.
- G. Protect completed roof sections from foot traffic for a period of at least 48 hours at 75 degrees F (24 degrees C) and 50 percent relative humidity or until fully cured.
- H. Take precautions to ensure that materials do not freeze.
- I. Minimum temperature for application of White-Knight Plus/ White-Stallion Plus, White-Knight Plus WC and LiquiTec coatings is 50 degrees F (10 degrees C) and rising.

1.9 WARRANTY

- A. Warranty Period: 15 years.
 - 1. Upon completion of the work, provide the Manufacturer's written and signed limited labor and materials Warranty, warranting that, if a leak develops in the roof during the term of this warranty, due either to defective material or defective workmanship by the installing contractor, the manufacturer shall provide the Owner, at the Manufacturer's expense, with the labor and material necessary to return the defective area to a watertight condition.
- B. Warranty Period: Installer is to guarantee all work against defects in materials and workmanship for a period indicated following final acceptance of the Work.
 - 1. Warranty Period:
 - a. 3 years from date of acceptance.

PART 2 PRODUCTS

2.1 MANUFACTURERS

- A. Acceptable Manufacturer: Garland Company, Inc. (The), which is located at: 3800 E. 91st St.; Cleveland, OH 44105; Toll Free Tel: 800-321-9336; Tel: 216-641-7500; Fax: 216-641-0633; Local Representative: Doug Clark, (925) 784-6701; Email: dclark@garlandind.com
- B. Materials to be furnished by Alameda USD through California Multiple Award System (CMAS).

2.2 MINERAL MODIFIED BITUMEN SURFACE ROOF RESTORATION

- A. LiquiTec:
 - 1. Base: LiquiTec
 - 2. Coating: LiquiTec.
 - 3. Flashing: LiquiTec.
 - 4. Reinforcement:
 - a. Partial Reinforcement: Apply in base coat on all membrane seams and details.
 - 1) Reinforcement Materials:
 - a) Grip Polyester Soft.
- B. Base Flashings and Roof Repairs:
 - 1. Base Sheet: Versiply 40
 - 2. Cap Sheet: Stressply Plus FR Mineral
 - 3. Adhesive: Green-Lock Flashing Adhesive

2.3 ACCESSORIES:

- A. Nails and Fasteners: Non-ferrous metal or galvanized steel, except that hard copper nails shall be used with copper; aluminum or stainless steel nails shall be used with aluminum; and stainless steel nails shall be used with stainless steel, Fasteners shall be self-clinching type of penetrating type as recommended by the deck manufacturer. Fasten nails and fasteners flush-driven through flat metal discs not less than 1 inch (25 mm) diameter. Omit metal discs when one-piece composite nails or fasteners with heads not less than 1 inch (25 mm) diameter are used.
- B. Urethane Sealant - Tuff-Stuff MS: One part, non-sag sealant as approved and furnished by the membrane manufacturer for moving joints.
 - 1. Tensile Strength, ASTM D 412: 250 psi
 - 2. Elongation, ASTM D 412: 950%
 - 3. Hardness, Shore A ASTM C 920: 35
 - 4. Adhesion-in-Peel, ASTM C 92: 30 pli
- C. Butyl Tape: 100% solids, asbestos free and compressive tape designed to seal as recommended and furnished by the membrane manufacturer.
- D. Glass Fiber Cant - Glass Cant: Continuous triangular cross Section made of inorganic fibrous glass used as a cant strip as recommended and furnished by the membrane manufacturer.
- E. Coping:
 - 1. R-Mer Edge Coping
 - a. 0.040 Aluminum

2.4 EDGE TREATMENT AND ROOF PENETRATION FLASHINGS

- A. Vents and Breathers: Heavy gauge aluminum and fully insulated vent that allows moisture and air to escape but not enter the roof system as recommended and furnished by the membrane manufacturer.
- B. Pitch pans, Rain Collar 24 gauge stainless or 20oz (567gram) copper. All joints should be welded/soldered watertight. See details for design.
- C. Drain Flashing should be 4lb (1.8kg) sheet lead formed and rolled.
- D. Plumbing stacks should be 4lb (1.8kg) sheet lead formed and rolled.
- E. Fabricated Flashing: Fabricated flashings and trim are specified in Section 07620.
 - 1. Fabricated flashings and trim shall conform to the detail requirements of SMACNA "Architectural Sheet Metal Manual" and/or the CDA Copper Development Association "Copper in Architecture - Handbook" as applicable.
- F. Manufactured Roof Specialties: Manufactured copings, fascia, gravel stops, control joints, expansion joints, joint covers and related flashings and trim are specified in Section 07710.
 - 1. Manufactured roof specialties shall conform to the detail requirements of SMACNA "Architectural Sheet Metal Manual" and/or the NRCA "Roofing and Waterproofing Manual" as applicable

PART 3 EXECUTION

3.1 EXAMINATION

- A. Do not begin installation until substrates have been properly prepared.
- B. Verify that work penetrating the roof deck, or which may otherwise affect the roofing, has been properly completed.
- C. If substrate preparation is the responsibility of another installer, notify the Architect of unsatisfactory preparation before proceeding.

3.2 ROOF PREPARATION AND REPAIR

- A. General: All necessary field and flashing repairs must be done according to good construction practices, including the removal of all wet insulation and defective materials as identified through a moisture detection survey such as an infrared scan and replacement with like-materials.
 - 1. Remove all vertical roof flashings from curbs and parapet walls down to the surface of the roof. Remove damaged existing flashings at roof drains and roof penetrations.
 - 2. Remove all wet, deteriorated, blistered or delaminated roofing membrane or insulation and fill in any low spots with like materials occurring as a result of removal work to create a smooth, even surface for application of new roof membranes.
 - 3. Install new wood nailers as necessary to accommodate insulation/recovery board or new nailing patterns.
 - 4. When mechanically attached, the fastening pattern for the insulation/recovery board shall be as recommended by the specific product manufacturer.
 - 5. Existing roof surfaces shall be primed as necessary and allowed to dry prior to installing the roofing system.
- B. Prepare surfaces using the methods recommended by the manufacturer for achieving the best result

for the substrate under the project conditions.

- C. Repair all defects such as deteriorated roof decks, saturated materials, loose or brittle membrane or membrane flashings, etc. Verify that existing conditions meet the following requirements :
 - 1. Existing membrane is either fully adhered or that the membranes mechanical fasteners are secured and functional.
 - 2. Application of roofing materials over a brittle, damaged or poor condition roof membrane is not permitted.
- D. Remove all loose dirt and foreign debris from the roof surface. Do not damage roof membrane in cleaning process.
- E. Clean and seal all parapet walls, gutters and coping caps, and repair any damaged metal where necessary. Seal watertight all fasteners, pipes, drains, vents, joints and penetrations where water could enter the building envelope.
- F. Confirm local water run-off ordinances and restrictions prior to cleaning roof. Clean the entire roof surface by removing all dirt, algae, mold, moss, paint, oil, talc, rust or other foreign substance. Use a bio-degradable cleaner like Simple Green Oxy Solve when necessary and warm water. Scrub heavily soiled areas with a brush. Power wash roof thoroughly with an industrial surface cleaner equipped with one piece balanced spray rotating jets for streak free close contact cleaning. Rinse with fresh water to completely remove all residuals. Allow roof to dry thoroughly before continuing.
- G. Repair existing roof membrane as necessary to provide a sound substrate for the liquid membrane. All surface defects must be repaired/renovated and be made watertight. Any repairs must be with be only with materials compatible with the fluid-applied roofing restoration system.

3.3 INSTALLATION

- A. General Installation Requirements:
 - 1. Install in accordance with manufacturer's current Application and Installation Guidelines and the NRCA Roofing and Waterproofing Manual.
 - 2. Adequate coating thickness is essential to performance. If the applicator is unfamiliar in gauging application rates, we suggest that a controllable area be measured and the specified material be applied. In all cases, all minimum specified material must be applied and proper minimum dry film thicknesses must be achieved. Care must be taken to ensure that all areas completed including all flashings, roof penetrations, etc. are coated sufficiently to ensure a watertight seal.
 - 3. Cooperate with manufacturer, inspection and test agencies engaged or required to perform services in connection with installing the roof system.
 - 4. Insurance/Code Compliance: Where required by code, install and test the roofing system to comply with governing regulation and specified insurance requirements.
 - 5. Protect work from spillage of roofing materials and prevent materials from entering or clogging drains and conductors. Replace or restore adjacent work damaged by installation of the roofing system.
 - 6. Keep roofing materials dry during application.
 - 7. Coordinate counter flashing, cap flashings, expansion joints and similar work with work specified in other Sections under Related Work.
 - 8. Coordinate roof accessories and miscellaneous sheet metal accessory items, including piping vents and other devices with work specified in other Sections under Related Work.
- B. Mineral Modified Bitumen Surface Roof Restoration: Renovation work includes:
 - 1. Surface preparation: Remove dirt, and debris.

- a. Previously coated roofs with well-adhered polyurethane or polyurea coating surfacing must be solvent wiped with acetone after cleaning to reactivate surface for overcoating.
- 2. Liquid Flashings:
 - a. Fascia Edges: Cut back edges. Prime with Rust-Go Primer, apply Coating, embed fabric reinforcement apply Top Coating.
 - b. Parapets and Vertical Surfaces: Prime, apply Coating, embed fabric reinforcement apply Top Coating
 - c. Metal Flashings: Prime, apply Coating.
- 3. Partially Reinforced System:
 - a. Reinforced Coating (Grip Polyester Soft)
 - 1) Always begin with flashing laps and details
 - 2) Apply coating at 3.0 gallons per 100 SF, extending 4" on each side of lap.
 - 3) Immediately roll 6-inch-wide fabric reinforcement into the coating and completely saturate surface ensuring full encapsulation of fabric without pinholes, voids or openings.
 - 4) Allow to cure thoroughly before applying field coating layers
- 4. Base Coat: Apply base coat at 2 gal./sq and let cure.
- 5. Coating: Apply coating to the entire roof surface. Use special attention to coating flashings and other critical areas to build adequate membrane thickness
 - a. LiquiTec:
 - 1) Apply Coating at 2.0 gallons per 100 SF over the entire roof surface.

3.4 REPAIR OF EDGE TREATMENT AND ROOF PENETRATION FLASHING

- A. General
 - 1. Repair flashing in accordance with the requirements/recommendations of the Membrane manufacturer and as indicated on the manufacturer's standard drawings. Provide system with base flashing, edge flashing, penetration flashing, counter flashing, and all other flashings required for a complete watertight system.
 - 2. Install and repair flashings concurrently with the roofing as the job progresses.
 - 3. Terminate flashings as required by the membrane manufacturer.
- B. Manufactured Roof Specialties: Manufactured copings, fascia, gravel stops, control joints, expansion joints, joint covers and related flashings and trim are provided as specified in Section 07710.
 - 1. Manufactured roof specialties shall conform to the detail requirements of SMACNA "Architectural Sheet Metal Manual" and/or the National Roofing Contractor's Association "Roofing and Waterproofing Manual" as applicable.
- C. Repairs of Existing Roof Penetrations and Flashings
 - 1. Metal Edge:
 - a. Inspect the nailers to assure proper attachment and configuration.
 - b. Run one ply over the edge. Assure coverage of all wood nailers. Fasten plies with ring shank nails at 8 inches (203 mm) o.c.
 - c. Install continuous cleat and fasten at 6 inches (152 mm) o.c.
 - d. Install new metal edge hooked to continuous cleat and set in bed of roof cement. Fasten flange to wood nailers every 3 inches (76 mm) o.c. staggered.
 - e. Prime metal edge at a rate of 100 square feet per gallon and allow to dry.
 - f. Strip in flange with base flashing ply covering entire flange in bitumen with 6 inches (152 mm) on to the field of roof. Assure ply laps do not coincide with metal laps.
 - g. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Seal outside edge with rubberized cement.
 - 2. Scupper Through Roof Edge:

- a. Inspect the nailer to assure proper attachment and configuration.
 - b. Run one ply over the edge. Assure coverage of all wood nailers. Fasten plies with ring shank nails at 8 inches (203 mm) o.c.
 - c. Install a scupper box in a 1/4 inch (6 mm) bed of mastic. Assure all box seams are soldered and have a minimum 4 inch (101 mm) flange. Make sure all corners are closed and soldered. Prime scupper at a rate of 100 square feet per gallon and allow to dry.
 - d. Fasten flange of scupper box to nailer every 3 inches (76mm) o.c. staggered.
 - e. Strip in edge with base flashing ply covering entire area in bitumen with 6 inches (152 mm) on to the field of the roof.
 - f. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all seams.
3. Scupper Through Wall:
- a. Inspect the nailer to assure proper attachment and configuration.
 - b. Run one ply over nailer, into scupper hole and up flashing as in typical wall flashing detail. Assure coverage of all wood nailers.
 - c. Install a scupper box in a 1/4 inch (6 mm) bed of mastic. Assure all box seams are soldered and have a minimum 4 inch (101 mm) flange. Make sure all corners are closed and soldered. Prime scupper at a rate of 100 square feet per gallon and allow to dry.
 - d. Fasten flange of scupper box every 3 inches (76 mm) o.c. staggered.
 - e. Strip in flange of scupper box with base flashing ply covering entire area with 6 inch (152 mm) overlap on to the field of the roof and wall flashing.
 - f. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all seams.
4. Coping Cap:
- a. Minimum flashing height is 8 inches (203 mm) above finished roof height. Maximum flashing height is 24 inches (609 mm). Prime vertical wall at a rate of 100 square feet per gallon and allow to dry.
 - b. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
 - c. Install base flashing ply covering entire wall and wrapped over top of wall and down face with 6 inches (152 mm) on to field of the roof and set in cold asphalt. Nail membrane at 8 inches (203 mm) o.c.
 - d. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all seams and allow to cure and aluminize.
 - e. Install coping cap per manufacturer's recommendations.
5. Surface Mounted Counterflashing/Coping Cap:
- a. Minimum flashing height is 8 inches (203 mm) above finished roof height. Prime vertical wall at a rate of 100 square feet per gallon and allow to dry.
 - b. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
 - c. Install base flashing ply covering wall set in bitumen with 6 inches (152 mm) on to field of roof.
 - d. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all seams and allow to cure and aluminize.
 - e. Apply butyl tape to wall behind flashing. Secure termination bar through flashing, butyl tape and into wall. Alternatively use caulk to replace the butyl tape.
 - f. Secure counterflashing set on butyl tape above flashing. Fasten 8 inches (203 mm) o.c. and caulk top of counterflashing.

- g. Attach tapered board to top of wall (minimum slope 1/4 -12). Do not use organic fiberboard or perlite.
 - h. Cover tapered board and all exposed wood with base flashing ply. Fasten inside and out at 8 inches (203 mm) o.c.
 - i. Install continuous cleat and fasten at 6 inches (152 mm) o.c. to outside wall.
 - j. Install new metal coping cap hooked to continuous cleat.
 - k. Fasten inside of cap 24 inch (609 mm) o.c. with approved fasteners and neoprene washers.
6. Surface Mounted Counterflashing:
- a. Minimum flashing height is 8 inches (203 mm) above finished roof height. Maximum flashing height is 24 inches (609 mm). Prime vertical wall at a rate of 100 square feet per gallon and allow to dry.
 - b. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
 - c. Install base flashing ply covering wall set in bitumen with 6 inches (152 mm) on to field of the roof.
 - d. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
 - e. Apply butyl tape to wall behind flashing. Secure termination bar through flashing, butyl tape and into wall. Alternatively use caulk to replace the butyl tape.
 - f. Secure counterflashing set on butyl tape above flashing at 8 inches (203 mm) o.c. and caulk top of counterflashing.
7. Equipment Support:
- a. Minimum curb height is 8 inches (203 mm) above finished roof height. Prime vertical at a rate of 100 square feet per gallon and allow to dry.
 - b. Set cant in bitumen. Run all field plies over cant a minimum of 2 inches (50 mm).
 - c. Install base flashing ply covering curb set in bitumen with 6 inches (152 mm) on to field of the roof.
 - d. Install a second ply of modified flashing ply in bitumen over the base flashing ply, 9 inches (228 mm) on to the field of the roof. Attach top of membrane to top of curb and nail at 8 inches (203 mm) o.c. Apply a three-course application of mastic and mesh at all vertical seams and allow to cure and aluminize.
 - e. Install pre-manufactured cover. Fasten sides at 24 inches (609 mm) o.c. with fasteners and neoprene washers. Furnish all joint cover laps with butyl tape between metal covers.
 - f. Set equipment on neoprene pad and fasten as required by equipment manufacturer.
- D. Liquid Flashing:
- 1. Mask target area on roof membrane with tape.
 - 2. Clean all non-porous areas with isopropyl alcohol.
 - 3. Apply 32 wet mil base coat of liquid flashing over masked area.
 - 4. Embed polyester reinforcement fabric into the base coat of the liquid flashing.
 - 5. Apply 32 wet mil top coat of the liquid flashing material over the fabric extending 2 inches (51 mm) past the scrim in all directions.

3.5 CLEANING

- A. Clean-up and remove daily from the site all wrappings, empty containers, paper, loose particles and other debris resulting from these operations.
- B. Remove coating markings from finished surfaces.
- C. Repair or replace defaced or disfigured finishes caused by Work of this section.

3.6 PROTECTION

- A. Provide traffic ways, erect barriers, fences, guards, rails, enclosures, chutes and the like to protect personnel, roofs and structures, vehicles and utilities.
- B. Protect exposed surfaces of finished walls with tarps to prevent damage.
- C. Plywood for traffic ways required for material movement over existing roofs shall be not less than 5/8 inch (16 mm) thick.
- D. In addition to the plywood listed above, an underlayment of minimum 1/2 inch (13 mm) recover board is required on new roofing.
- E. Special permission shall be obtained from the Manufacturer before any traffic shall be permitted over new roofing.

3.7 FIELD QUALITY CONTROL

- A. Require attendance of roofing materials manufacturers' representatives at site during installation of the roofing system.
- B. Perform field inspection and [and testing] as required under provisions of Section 01410.
- C. Correct defects or irregularities discovered during field inspection.

3.8 FINAL INSPECTION

- A. At completion of roofing installation and associated work, meet with Contractor, Architect, installer, installer of associated work, roofing system manufacturer's representative and others directly concerned with performance of roofing system.
- B. Walk roof surface areas, inspect perimeter building edges as well as flashing roof penetrations, walls, curbs and other equipment. Identify all items requiring correction or completion and furnish copy of list to each party in attendance.
- C. If core cuts verify the presence of damp or wet materials, the installer shall be required to replace the damaged areas at his own expense.
- D. Repair or replace deteriorated or defective work found at the time above inspection as required to produce an installation that is free of damage and deterioration at time of Substantial Completion and according to warranty requirements.
- E. Architect upon completion of corrections.
- F. Following the final inspection, provide a written notice of acceptance of the installation from the roofing system manufacturer.

3.9 PROTECTION

- A. Protect installed products until completion of the project.
- B. Touch-up, repair or replace damaged products before Substantial Completion.

3.10 OWNER SUPPLIED MATERIALS

- A. The Owner will only supply the quantity listed in the owner supplied materials section of this

specification below. All additional materials and accessories will be the full responsibility of the contractor to provide and install per the specification and project requirements.

- B. Any material or accessories required for the installation of the roof system in excess of the Owner provided material must be supplied by the Contractor and added into the bid cost proposal. It is up to the Contractor to determine the precise amount of material required for the completion of this project; and to provide excess material, as required. The cost to handle and fabricate flashing metal from the Owner provided flat stock is the contractor's responsibility and to be added into the bid cost proposal.
- C. All required flashings as required per each specification section for plumbing, electrical, gas, etc. will be the Contractors responsibility to provide and install as well as to be included in the bid cost.
- D. All materials not specifically included in the owner supplied materials section will be the responsibility of the contractor to provide and install in compliance with section 07550.
- E. Freight charges of owner supplied materials will be the responsibility of the Owner.
- F. Contractor must coordinate and take delivery of materials, count all materials and ensure it matches the list below, unload and properly locate materials at the job site, and properly protect, cover and store at jobsite.
- G. Contractor must be able to provide certification in writing from the roof system manufacturer that the contractor is approved to install the specified roof system and provide all warranty requirements of section 07550.
- H. Materials specifically provided by the Owner:

1.	Versiply Mineral	40 Rolls
2.	Versiply 40	20 Rolls
3.	Liquitec	240 Buckets
4.	Grip Polyester, Soft, 6-inch	25 Rolls
5.	Freight to the Jobsite	1 Each

END OF SECTION

SECTION 07 61 00

SHEET METAL FLASHING AND TRIM

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Fabricated sheet metal items, including flashings, counterflashing, and other items indicated on drawings and as follows:
 - 1. Surface mounted counterflashing.
 - 2. Skirt flashing at curbs.
 - 3. "L" flashing and step flashing.
 - 4. Ladders.
 - 5. Hatches.
 - 6. Coping.

1.2 RELATED REQUIREMENTS

- A. Section 07 56 30 - Fluid Applied Roof Membrane

1.3 REFERENCE STANDARDS

- A. ASTM A 653/A 653M - Standard Specification for Steel Sheet, Zinc-Coated (Galvanized) or Zinc-Iron Alloy-Coated (Galvannealed) by the Hot-Dip Process.
- B. ASTM A 666 - Standard Specification for Annealed or Cold-Worked Austenitic Stainless-Steel Sheet, Strip, Plate, and Flat Bar.
- C. ASTM A792 Steel Sheet, Aluminum-Zinc Alloy-Coated, by the Hot-Dip Process
- D. ASTM B 32 - Standard Specification for Solder Metal.
- E. ASTM B486 Paste Solder
- F. ASTM B 749 - Standard Specification for Lead and Lead Alloy Strip, Sheet, and Plate Products.
- G. ASTM D 226 - Standard Specification for Asphalt-Saturated Organic Felt Used in Roofing and Waterproofing.
- H. ASTM D 2178 - Standard Specification for Asphalt Glass Felt Used in Roofing and Waterproofing.
- I. ASTM D 4586 - Standard Specification for Asphalt Roof Cement, Asbestos-Free.
- J. FS QQ-L-201 Specification for Lead Sheet
- K. SMACNA (ASMM) - Architectural Sheet Metal Manual; Sheet Metal and Air Conditioning Contractors' National Association.

1.4 SUBMITTALS

- A. Shop Drawings: Indicate material profile, jointing pattern, jointing details, fastening methods, flashings, terminations, and installation details.
 - 1. For manufactured and shop fabricated gravel stops, fascia, scuppers, and all other sheet metal fabrications.

2. Indicate type, gauge and finish of metal.
- B. Product data: Provide manufacturer's specification data sheets for each product:
1. Metal material characteristics and installation recommendations.
 2. Submit color chart prior to material ordering and/or fabrication so that equivalent colors to those specific can be approved.
- C. Manufacturer's installation instructions for reglets.
- D. Samples: Submit two samples 8x10 inch in size illustrating metal finish color.
1. Submit two samples, 12 x 12 inches in size illustrating typical external corner, internal corner, and valley, junction to vertical dissimilar surface, material and finish.
- E. Certification:
1. Submit roof manufacturer's certifications that metal fasteners furnished are acceptable to roof manufacturers.
 2. Submit roof manufacturer's certification that metal furnished is acceptable to roofing manufacturer as a component of roofing system and is eligible for roof manufacturer's system warranty.
 3. Submit certification that metal and fastening system furnished is Tested and Approved by Factory Mutual for 1-90 Wind Up-Lift Requirements.
- F. Provide letters of approval from metal manufacturers for use of their metal within this particular roofing system type.
- G. Proof of fabricator and installer qualifications.
- H. ANSI-SPRI ES-1 test results for all coping and edge metal.

1.5 QUALITY ASSURANCE

- A. Perform work in accordance with SMACNA Architectural Sheet Metal Manual requirements, except as otherwise indicated.
1. Factory Mutual Loss Prevention Data Sheet 1-49 windstorm resistance: 1-90.
- B. Manufacturers' Warranty: Pre-finished metal material shall require a written 20-year non-prorated warranty covering fade, chalking and film integrity. The material shall not show a color change greater than 5 NBS color units per ASTM D-2244 or chalking excess of 8 units per ASTM D-659. If occurs material shall be replaced per warranty, at no cost to the Owner.
- C. Contractor's Warranty: The Contractor shall provide the Owner with a notarized written warranty assuring that all sheet metal work, including caulking and fasteners, is to be water-tight and secure for a period of five years from the date of final acceptance of the building. The warranty shall include all materials and workmanship required to repair any leaks that develop and make good any damage to other work or equipment caused by such leaks or the repairs thereof.

1.6 DELIVERY, STORAGE, AND HANDLING

- A. Deliver materials in manufacturer's original, unopened containers or packages with labels intact and legible.
- B. Stack material to prevent twisting, bending, and abrasion, and to provide ventilation. Slope metal sheets to ensure drainage.
- C. Prevent contact with materials that could cause discoloration or staining.

PART 2 PRODUCTS

2.1 SHEET MATERIALS

- A. Aluminum, ASTM B209, alloy 3105-H14, in thickness.040" nom.

2.2 ACCESSORIES

- A. Fasteners:
 - 1. Corrosion resistant screw fastener as recommended by metal manufacturer. Finish all exposed fasteners the same as flashing metal.
 - 2. Fastening shall conform to Factory Mutual 1-90 requirements or as stated on section details, whichever is more stringent.
- B. Plastic Cement: ASTM D 4586, Type I.

2.3 FABRICATION - GENERAL

- A. Fabricate in accordance with referenced standards. Form sections true to shape, accurate in size, square, and free from distortion or defects. Form pieces as recommended by SMACNA standard for conditions required.
 - 1. Provide reinforcements and supports as required for secure anchorage.
 - 2. Make joints rigid. Seams mechanically strong and soldered or sealed to make watertight
 - 3. Fabricate corners in one piece with legs extending 30-inches each way to field joint. Lap, rivet, and solder or seal corner seams watertight.
 - 4. Turn up "end dam" flanges at ends of opening sill flashing pieces, lap with wall flashing and membranes to shed water.
 - 5. Fabricate cleats of the same material as sheet, minimum 3/4 inches wide, interlockable with sheet.
 - 6. Hem exposed edges on underside 1/2 inch; miter and seam corners.
 - 7. Solvent cleans all sheet metal. Coat surfaces to be in contact with roofing or otherwise concealed with specified asphaltic paint; 0.015-inch minimum uniform thickness.
- B. Form pieces in longest possible lengths.
- C. Hem exposed edges on underside 1/2 inch; miter and seam corners.
- D. Form material with flat lock seams, except where otherwise indicated. At moving joints, use sealed lapped, bayonet-type or interlocking hooked seams.
- E. Fabricate corners from one piece with minimum 18-inch-long legs; seam for rigidity, seal with sealant.
- F. Fabricate vertical faces with bottom edge formed outward 1/4 inch (6 mm) and hemmed to form drip.

2.4 EDGE METAL SYSTEM AND METAL COPING SYSTEM

- A. R-Mer Drip Edge and R-Mer Coping system by The Garland Company or approved equal.
 - 1. ANSI SPRI ES-1 tested and certified.

2.5 ROOF-RELATED SHEET METAL AND FLASHINGS

- A. Roof-Related Sheet Metal and Flashings: As indicated, as specified in related sections, as required by roofing material manufacturers and referenced standards. Coordinate work of this section with

related sections. Provide complete systems without conflict or omission.

2.6 LADDERS, DRAINS AND HATCHES

- A. Hatch: Bilco or approved equal.
 - 1. Type S, all aluminum construction.
- B. Roof Drains:
 - 1. Zurn, Z-100 or equal.
- C. Ladder: Alaco Ladder
 - 1. Fixed ladders of all aluminum construction

PART 3 EXECUTION

3.1 EXAMINATION

- A. Verify roof openings, curbs, pipes, sleeves, ducts, and vents through roof are solidly set, reglets in place, and nailing strips located.
- B. Verify roofing termination and base flashings are in place, sealed, and secure.
- C. Beginning of installation means acceptance of existing conditions.
- D. Field measure site conditions prior to fabricating work.

3.2 PREPARATION

- A. Install starter and edge strips, and cleats before starting installation.
- B. Back paint concealed metal surfaces with protective backing paint to a minimum dry film thickness of 15 mil.

3.3 INSTALLATION

- A. Install work watertight, without waves, warps, buckles, fastening stress, or distortion, allowing for expansion and contraction. Conform to referenced standards. Make metal joints watertight.
- B. Fastening of metal to walls and wood blocking shall comply with SMACNA Architectural Sheet Metal Manual, Factory Mutual 1-90 wind uplift specifications and/or manufacturer's recommendations whichever is of the highest standard.
- C. All accessories or other items essential to the completeness of sheet metal installation and watertight envelope of the building, whether specifically indicated or not, shall be provided.
- D. Reglets: Install in accordance with manufacturer's installation instructions.
- E. Metal fascia and copings shall be secured to wood nailers at the bottom edge with a continuous cleat. Cleats shall be at least one gauge heavier than the metal it secures.
- F. Install Sheet Membrane Waterproofing at closure flanges, under metal copings, caps and platforms; fully adhered, free of voids, blisters and buckling; roll as soon as practical following layout. Minimize exposure time to that period recommended by the manufacturer.
- G. Flashing: Joints at 10-foot maximum spacing and at 2-1/2-feet from corners. Butt joints with 3/16-inch space centered over matching 8-inch long backing plate with sealer tape in laps.

- H. Flanged flashings and roof accessories: Set on continuous sealer tape. Nail flanges through sealer tape and at 3-inch maximum spacing.
- I. Isolate metal from dissimilar metal with 2 coats of specified asphaltic paint, sealer tape or other approved coating, specifically made to stop electrolytic action. Use only stainless-steel fasteners to connect isolated dissimilar metals.
- J. Joints, fastenings, reinforcements and supports: Sized and located as required to preclude distortion or displacement due to thermal expansion and contraction. Conceal fastenings wherever possible.
- K. Secure flashings in place using concealed fasteners. Use exposed fasteners only where permitted.
- L. Flexible Flashing Installation:
 1. Prime substrates, as recommended by flexible flashing manufacturers, allow them to dry.
 2. Install flexible flashings at maximum feasible lengths to minimize lap joints.
 3. Peel release paper from roll to expose rubberized asphalt and position flashing to center over joint location before applying. Move along opening or joint, being careful to put flashing as evenly as possible over the opening. Avoid fish-mouths.
 4. Press flashing firmly into place with heavy hand pressure. Ensure continuous and intimate contact with substrates.
 5. If wrinkles develop, carefully cut out affected area and replace as outlined above.
- M. Apply plastic cement compound between metal flashings and felt flashings.
- N. Fit flashings tight in place. Make corners square, surfaces true and straight in planes, and lines accurate to profiles.
- O. Seal prefinished metal joints watertight.
- P. Solder other metal joints for full metal surface contact. After soldering, wash the metal clean with neutralizing solution and rinse with water.
- Q. Connect downspouts and rainwater leaders to storm sewer system. Seal connection watertight.
- R. Install hatches and ladders per manufacturer's recommendations.
- S. Install roof drains per manufacturer's recommendations.

3.4 FIELD QUALITY CONTROL

- A. Inspection will involve surveillance of work during installation to ascertain compliance with specified requirements.
- B. Tolerances
 1. Exposed surfaces: Free of dents, scratches, abrasions, or other visible defects; clean, ready for painting.
 2. Set flashings and sheet metal to straight, true lines with exposed faces aligned in plane as indicated.

3.5 SHOP FABRICATED SHEET METAL

- A. Installing Contractor shall be responsible for determining if the sheet metal systems are in general conformance with roof manufacturer's recommendations.
- B. Metal work shall be shop fabricated to configurations and forms in accordance with recognized

sheet metal practices.

- C. Hem exposed edges.
- D. Angle bottom edges of exposed vertical surfaces to form drip.
- E. All corners for sheet metal shall be lapped with adjoining pieces fastened and set in sealant.
- F. Joints for gravel stop fascia system, cap flashing, and surface-mount counterflashing shall be formed with a 1/4" opening between sections. The opening shall be covered by a cover plate or backed by an internal drainage plate formed to the profile of fascia piece. The cover plate shall be embedded in mastic, fastened through the opening between the sections and loose locked to the drip edges.
- G. Install sheet metal to comply with Architectural Sheet Metal manual, Sheet Metal and Air Conditioning Contractor's National Associations, Inc.

END OF SECTION

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

Background: Education Code 42631 requires the Board of Education to review and approve all payments from district funds.

The attached register contains *nine* (9) redactions where posting that information would violate confidentiality. Therefore, the district is posting all bills and warrants except for those redacted.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will reduce the available funds of each respective site/department budget by \$7,987,226.49.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Summary of Register	3/18/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)

Item Type: Consent

Background: In November 2014, Alameda voters approved Facilities Bond Measure I, and in June 2022, they approved Facilities Bond Measure B.

According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts.

1. (Fund 21, Measure B) Amendment No. 3 to Facilities Lease Agreement (Lease Leaseback Agreement) between AUSD and Lathrop Construction Associates, Inc. for an increase of \$98,986 and an amended total cost of \$3,445,823.00. (Kofman)

2. (Fund 21, Measure B) Amendment No. 1 to Professional Services Agreement between AUSD and Orbach, Huff & Henderson LLP for an increase of \$30,000 and an amended total cost of \$60,000.00. (Various)

3. (Fund 21, Measure B) Professional Services Agreement between AUSD and The Arbor Group, LLC for total proposed cost of \$1,450.00. (Wood MS)

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Lathrop Construction Associates	3/19/2025	Backup Material
☐ Orbach, Huff & Henderson LLP	3/19/2025	Backup Material
☐ The Arbor Group	3/19/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District’s Special Education Department executes a Nonpublic, Nonsectarian School/Agency Services Master Contract “Master Contract” with Non-Public Schools and Non-Public Agencies to support Special Education students. Through the year, Individual Service Agreements (ISAs) are entered into under the terms and conditions of the Master Contracts which allocate funds for services required to provide support to individual student needs in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of ISAs executed and attached to this agenda item.

(Fund 01) Individual Services Agreement between AUSD and Pine Health for a total of \$33,120.00.

(Fund 01) Individual Services Agreement between AUSD and Seneca Family of Agencies for a total of \$21,435.00.

(Fund 01) Individual Services Agreement between AUSD and The Phillips Academy for a total of \$20,796.00.

(Fund 01) Amendment No. 1 to Individual Services Agreement between AUSD and The Phillips Academy for an increase of \$40,462.00 for a new total of \$82,960.00.

ISAs uploaded to this item have been redacted to maintain student confidentiality.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached ISA(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Pine Health_Williams	3/20/2025	Backup Material
☐ Seneca	3/21/2025	Backup Material

- The Phillips Academy 3/20/2025 Backup Material
- Amendment 1_The Phillips Academy 3/20/2025 Backup Material

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 1/27/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/18/25 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) City, State, Zip: 2999 N 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org Emily Langworth, Contracts/Billing elangworth@alamedaunified.org	(Rep Contact) Adam Boxberger
[REDACTED]	(CDE Cert #) 9903791
Address City, State, Zip	(Title of Position) BSS
Parent/Guardian Last, First Name:	(Name of Individual Assigned) Imani Williams

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515)				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4.5	80.00	92	33120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other				

TOTAL ESTIMATED COSTS NOT TO EXCEED 33120

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

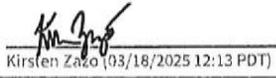
-CONTRACTOR-

-LEA-

Pine Health

ALAMEDA UNIFIED SCHOOL DISTRICT

(Name of Nonpublic Agency)

02/10/25

03/18/2025

(Signature)

(Date)

(Signature)

(Date)

Adam Boxberger, SVP of Operations

Kirsten Zazo, Assistant Superintendent of Educational Services

(Name and Title)

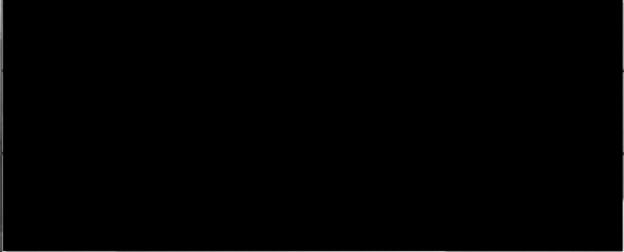
(CONTRACTS EXCEEDING \$114,500 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

 President, Board of Education
 Alameda Unified School District

(Date)

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 2/26/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/30/25 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Seneca
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip)
Julie Venuto, Coordinator jvenuto@alamedaunified.org Emily Langworth, Contracts/Billing elangworth@alamedaunified.org	(Rep/Contact)
	(CDE Cert #)
	(Title of Position(s))
	(Name(s) of Individual Assigned)

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515)				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)		4387.00	5 months	21435.00
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other				

TOTAL ESTIMATED COSTS NOT TO EXCEED \$ 21,435.00
Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

Seneca

ALAMEDA UNIFIED SCHOOL DISTRICT

(Name of Nonpublic Agency)

Scott Osborn

3/20/2025

Kirsten Zazo
Kirsten Zazo (03/21/2025 12:17 PDT)

03/21/2025

(Signature)

(Date)

(Signature)

(Date)

Scott Osborn

(Name and Title)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING \$114,500 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

 President, Board of Education
 Alameda Unified School District

(Date)

LEA: Alameda Unified School District

**INDIVIDUAL SERVICE AGREEMENT FOR
NONPUBLIC SCHOOL SERVICES
EC. Sections 56365 et seq.**

This agreement is effective on **March 10, 2025** or the date student begins attending a nonpublic school, if after the date identified, and terminates at **5:00 P.M. on June 30, 2025**, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Alameda Unified School District	Nonpublic School	The Phillips Academy
LEA/Case Manager	Jorge Wahner, Coordinator, Special Education	Email	jwahner@alamedaunified.org
Pupil Name			
Address			
DOB			
Parent/Guar.			
Address			

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360 during the regular school year (RSY)
	during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	62 during the regular school year (RSY)
	during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate \$318.00

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	62	days x	daily rate	\$318.00	Projected Basic Ed. Costs RSY	\$19,716.00
Estimated Number of Days - Extended SY		days x	daily rate	\$318.00	Projected Basic Ed. Costs ESY	\$0.00
Total Estimated Basic Education Costs (regular school year and extended school year)						\$19,716.00

B. Related Services

Service	Provider	RSY & ESY	Cost per Hour	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
510 Individual counseling	NPS	RSY	\$180.00	30	mins/weekly		mins/weekly	0	mins/mo/year	\$1,080.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$1,080.00
	NPS	RSY			mins/weekly	0	mins/weekly	0	mins/mo/year	\$0.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY			mins/weekly	0	mins/weekly	0	mins/mo/year	
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY		0	mins/weekly	0	mins/weekly	300	mins/mo/year	\$0.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00
	NPS	RSY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$0.00

Amendment No. 1
Dated: 3/18/2025

**INDIVIDUAL SERVICE AGREEMENT FOR
NONPUBLIC SCHOOL SERVICES**
EC. Sections 56365 et seq.

This agreement is effective on **January 22, 2025** or the date student begins attending a nonpublic school, if after the date identified, and terminates at **5:00 P.M. on June 30, 2025**, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Alameda Unified School District				Nonpublic School	The Phillips Academy	
LEA/Case Manager	Jorge Wahner				Email	jwahner@alamedaunified.org	
Pupil Name	[REDACTED]				Address	[REDACTED]	
Address	[REDACTED]				DOB	[REDACTED]	Residential Setting
DOB	[REDACTED]	Residential Setting	Home	Foster	LCI#	[REDACTED]	Student ID
Parent/Guar.	[REDACTED]				Address	[REDACTED]	
Address	[REDACTED]				Address	[REDACTED]	

Agreement Terms:

1. Nonpublic School: The average number of minutes in the instructional day will be:	360	during the regular school year (RSY)
		during the extended school year (ESY)
2. Nonpublic School: The number of school days in the calendar of the school year are:	89	during the regular school year (RSY)
		during the extended school year (ESY)

3. Educational services as specified in the IEP shall be provided by the Contractor and paid at the rates specified below.

Daily Rate **\$318.00**

A. Inclusive and/or Basic Education Program Rate (applies to nonpublic schools only):

Estimated Number of Days - Regular SY	89	days x	daily rate	\$318.00	Projected Basic Ed. Costs RSY	\$28,302.00
Estimated Number of Days - Extended SY		days x	daily rate	\$0.00	Projected Basic Ed. Costs ESY	\$0.00
Total Estimated Basic Education Costs (regular school year and extended school year)						\$28,302.00

B. Related Services

Service	Provider	RSY & ESY	Cost per Hour	Individual	Frequency	Group	Frequency	Consult	Frequency	Total
415 Language and Speech	NPS	RSY	\$112.00	60	mins/weekly	60	mins/weekly	0	mins/mo/year	\$4,256.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$4,256.00
450 Occupational Therapy	NPS	RSY	\$112.00	30	mins/weekly	0	mins/weekly	0	mins/mo/year	\$1,064.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$1,064.00
510 Individual counseling	NPS	RSY	\$180.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	\$3,420.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$3,420.00
900 Other special education/related service (must be in local plan)	NPS	RSY	\$180.00	60	mins/weekly	0	mins/weekly	0	mins/mo/year	\$3,420.00
		ESY		0	mins/weekly	0	mins/weekly	0	mins/mo/year	
Total Cost										\$3,420.00
Amended Total Basic Education and Related Service Costs :										\$40,462.00
Original ISA Amount :										\$42,498.00
Total Estimated Maximum Basic Education and Related Services Costs :										\$82,960.00

4. Other Provisions/Attachments:

5. Progress Reporting Requirements:

Quarterly Monthly Other (please specify): _____
x

The parties hereto have executed this Individual Services Agreement by and through their duly authorize agents or representatives as set forth below.

Contractor	LEA
The Phillips Academy	Alameda Unified School District
Name of Nonpublic School/Agency	Name of LEA

3/18/25

Signature
Dr. Esther Cohen, Executive Director

Date

Signature
Kirsten Zazo, Assistant Superintendent of Educational Services

Date

Signature
President, Board of Education, Alameda Unified School District

Date

(CONTRACTS EXCEEDING \$114,800 ARE NOT AUTHORIZED WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Out-of-State Field Trip Request: Students from EJSHS's Marketing CTE Pathway to DECA International Career Development Conference in Orlando, Florida

Item Type: Consent

Background: Fourteen (14) students from Encinal Junior & Senior High School's CTE pathway have qualified to compete in the DECA International Career Development Conference (ICDC) being held in Orlando, Florida from April 25 through 30, 2025. The students are scheduled to depart on April 24th and return on April 30th. They will be accompanied by their advisor, Derrick Lyons and a second adult chaperone. Encinal's DECA Club will fund the cost of the students' airfare and lodging. The Career Technical Education Incentive Grant (CTEIG) will cover the cost of lodging for Advisor Derrick Lyons as well as the conference registration for all participants.

DECA is an International Association of high school and college students studying Marketing, Management and Entrepreneurship in Business, Finance, Hospitality and Marketing Sales and Services. ICDC is the highlight of the year where top competitors in each event category are recognized for their outstanding achievements. Students attending the Conference will also have scholarship opportunities and a chance to attend seminars for job readiness training and career building.

Staff are requesting the Board to approve this out-of-state field trip, understanding certain processes are still in progress, and that Educational and Business Services will grant final approval upon completion and verification.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time. | 2a. Support all students in becoming college and career ready.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.

Submitted By: Dr. Vernon Walton, Jr., Director of Secondary Education

ATTACHMENTS:

Description

Upload Date

Type

▣ Out-of-State Filed Trip Request_Encinal HS 3/20/2025
to Orlando_4.25.25-4.30.25

Backup Material

ENCINAL DECA

To the members of the Board of Education:

On April 25-30, 2025, Encinal High School DECA has arranged for a field trip to Orlando, FL. 14 Students and 2 Adults (1 Advisor and 1 Chaperone) will be attending.

Roster:

Derrick Lyons-Advisor

Etere Lyons- Chaperone

Isabella Xie- Student

Man Chan- Student

Alicia Luong- Student

Iris Kim- Student

Keira Kauv- Student

Oskar Jones- Student

Surina Castro- Student

Christine Yu- Student

Kira Hannigan- Student

Keller Johnson- Student

Oliver Miles- Student

Emmitt Miller- Student

Morris Yiu- Student

Gray Wood- Student

The International Career Development Conference (ICDC) is the highlight of the DECA year for the approximately 23,500 members from 15 different Countries, Advisors, Alumni, and Industry Partners who attend. California DECA is bringing around 150-170 students to ICDC this year. Most of the participants are at ICDC as competitors in one of DECA's competency based competitive events. Top competitors in each event category are recognized for their outstanding achievements. DECA is an International Association of high school and college students studying Marketing, Management and Entrepreneurship in business, Finance, and Hospitality and Marketing Sales and Service. The career opportunities and experience that students gain is sometimes overwhelming. Chances for DECA students to network with Business as well as other students are further expanding one's self as a young entrepreneur. Students can be academically prepared for college and careers in Marketing, Finance, Hospitality or Management. Not only that, but there are sections in Sports and Entertainment, Restaurant Services, Fashion and so many other events where students can touch upon and also chances for scholarship opportunities. This conference also presents students with seminars for job readiness training, and career building.

The rest of the itinerary will be provided on a later date.

Your approval of this field trip not only benefit the areas of self-growth, communication, problem-solving and the community. This also shows how Alameda Unified School District is putting a lot more focus on career readiness programs for our students.

Derrick Lyons

Encinal High School

DECA Advisor/510-748-4023 #23502

Kirstin Snyder

Encinal High School

Principal/510-748-4023 #23700

Out of State Field Trip Request

School: Encinal High School

Lead teacher (attending field trip): Derrick Lyons

Additional teacher(s) attending field trip: -----

Grade(s): 9-12

Number of students: 14

Number of chaperones*: 2 (including staff and volunteer chaperones)

**There must be a minimum of 1 adult for every 15 students. (1 for every 9 students if taking public transportation)*

Date(s) of activity: 4/25-30/2025

Time of departure (leaving from school): 5am

Time of arrival (returning to school): 6pm

Destination/venue name: Orlando/Hilton

Venue contract is attached. **Venue contract must be processed by Business Services*

Destination/venue phone number: (407) 313-4300

Destination/venue address (include city & state): 6001 Destination Pkwy, Orlando, FL 32819

Lead teacher's signature: [Signature] Date: 3/10/2025

Principal's signature: [Signature] Date: 3/10/25

Send this completed Request to fieldtrips@alamedaunified.org 80 days prior

District Office Use Only

Conditional Approval - Proceed with planning (Field Trips with any missing documentation 3 days prior will be denied)

Denied - Reason: _____

Ed Services Director signature: [Signature] Date: 3/20/2025

Required forms received for final approval (due to fieldtrips@alamedaunified.org 45 days prior):

Complete Out of State Field Trip Request (This form updated as necessary, including student count and applicable PO information entered)

Principal approved Chaperone List

Roster of Field Trip Participants /Class roster from Aeries

Parent/guardian consent forms - all paper forms or ParentSquare spreadsheet

***Out of State Field Trips - Required Risk Management Review and Approval** _____

Final Approval Granted

Denied - Reason: _____

Ed Services Director signature: _____ Date: _____

Check any other the listed activities are included in this field trip:

<ul style="list-style-type: none"> <input type="checkbox"/> Aviation activities (i.e. aircraft or helicopter rides from school property) <input type="checkbox"/> Hot air balloon rides <input type="checkbox"/> Parasailing <input type="checkbox"/> Sky-diving <input type="checkbox"/> Any other aviation or aircraft related activity <input type="checkbox"/> Excursions requiring the use of non-commercial aircraft (i.e. private planes) <input type="checkbox"/> Automobile Activities (i.e. demolition derbies, auto races) <input type="checkbox"/> Excursions to natural disaster areas (i.e. earthquakes, floods, hurricane, tornado zones) <input type="checkbox"/> Excursions to war zones (imminent or existing) <input type="checkbox"/> Excursions to regions with political or civil instability <input type="checkbox"/> Dunk tanks <input type="checkbox"/> Mechanical bulls <input type="checkbox"/> Diving into or sliding on foam, mud, ice or snow <input type="checkbox"/> Demolition of derelict vehicles, equipment or buildings <input type="checkbox"/> Ice climbing / mountain climbing <input type="checkbox"/> Use of fireworks or other pyrotechnic devices <input type="checkbox"/> Use of air-filled "Fun Structures" (jump houses) <input type="checkbox"/> Bungee jumping 	<ul style="list-style-type: none"> <input type="checkbox"/> Archery <input type="checkbox"/> Cliff rappelling / rappelling towers <input type="checkbox"/> Climbing walls <input type="checkbox"/> Downhill skiing <input type="checkbox"/> Firing ranges <input type="checkbox"/> Gymnastics <input type="checkbox"/> Ice skating <input type="checkbox"/> Ice hockey <input type="checkbox"/> In-line skating <input type="checkbox"/> Mountain biking <input type="checkbox"/> Paintball warfare games <input type="checkbox"/> Scuba diving <input type="checkbox"/> Skateboarding <input type="checkbox"/> Snowboarding / snow blading <input type="checkbox"/> Swimming <input type="checkbox"/> Tobogganing <input type="checkbox"/> Whitewater rafting / kayaking <input type="checkbox"/> Winter camping
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Details of field trip activity

Provide a thorough overview of activities that students will be engaged in, including pre and post activities.

PRINCIPLES OF BUSINESS ADMINISTRATION EVENTS Principles of Business Administration Events measure the student's proficiency

TEAM DECISION EVENTS DECA's Team Decision Making Events provide an opportunity for participants to analyze one or a combination of elements essential

INDIVIDUAL SERIES EVENTS DECA's Individual Series Events effectively measure students' proficiency in the knowledge and skills identified by occupational practitioners

Reasons for excluding any student(s)*:

***Students must be allowed to participate regardless of ability to pay associated fees or IEP/504 plan requirements, however certain allowed exclusions apply including discipline and health and safety.**

Only students who qualified for Nationals will attend

Provision made for student(s) not participating per Ed Code allowable restrictions or lack of guardian consent:

All students attending will be participating

Mode of Transportation

- Chartered bus
- Commercial transport (city bus/BART/ferry/airline.) **Increased chaperone requirements*
- District vehicle
- Private L3 Volunteer vehicles

Transportation Information

Booking and contract must be processed through Business Service/Purchasing & School Site PO.

PO #: In process

Confirmation #: _____

Bus company: United Airlines

Name of contact: _____

Company address (include city & state): _____

Company phone #: _____

Transportation costs will be paid for by:

**PTA/Boosters/etc. cannot directly pay for chartered buses. Buses must be paid for through a donation & PO.*

- School
- District Department _____
- Individual student
- Student body
- PTA
- Other Encinal DECA Club

Lodging Information **Accommodations must be processed by the Purchasing Dept. & School Site PO.*

Confirmation #: _____

Hotel name: Hilton Orlando

Name of contact: California DECA

Hotel address (include city & state): 6001 Destination Pkwy, Orlando, FL 32819

Hotel phone #: 888-605-DECA (3322)

Lodging costs will be paid for by:

- School
- District CTEIG Advisors' room
- Individual student
- Student body
- PTA donation
- Other Encinal DECA Club - Student hotel rooms

Itinerary and Daily Schedule (includes departure and arrival times from and to each location)		
Date	Time	Activity/Event
4/24/25		Guardians take their own students to SFO
4/24/25	9PM	Leave from SFO
4/25/25	6AM	Arrive at MCO
4/25/25		Go on DECA provided bus to hotel
4/29/25		Potentially attend Disney World
4/30/25		Go on DECA provided bus to MCO
4/30/25	4PM	Leave from MCO back to SFO
4/30/25	8PM	Arrive at SFO
4/30/25		Guardians pick up their own students from SFO

INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

FRIDAY, APRIL 25

8:00 AM – 9:00 PM	Headquarters + Attraction Ticket Booth	W206
8:00 AM – 9:00 PM	Shop DECA + Blazer Shop	WB Lobby Reg Concourse
5:00 PM – 6:00 PM	Chartered Association Advisor Check-in <i>Charter advisors register with their chartered association advisor at their assigned hotel</i>	W310A
6:30 PM	Chartered Association Advisor Dinner <i>by invitation only</i> <i>Sponsored by NRF Foundation Rise Up</i>	W309

SATURDAY, APRIL 26

7:00 AM – 9:30 PM	Headquarters + Attraction Ticket Booth	W206
7:00 AM – 9:30 PM	Shop DECA + Blazer Shop	WB Lobby Reg Concourse
8:00 AM – 5:00 PM	DECA Day in the Parks <i>Advance ticket purchase required</i>	
9:00 AM	Event Directors' Briefing <i>Sponsored by MBA Research</i>	W221A
9:30 AM	Executive Officer Candidate Orientation + Interviews	W310A
1:00 PM – 5:00 PM	Exhibit Booth Set-up	WD1
5:00 PM	Parade of Chartered Associations Rehearsal	WA1-WB1
6:00 PM	National Advisory Board + Executive Mentor Reception <i>by invitation only</i>	W309
8:30 PM	Grand Opening Session	WA1-WB1
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

SUNDAY, APRIL 27

7:00 AM – 5:00 PM	Headquarters + Attraction Ticket Booth	W206
7:00 AM – 5:00 PM	Shop DECA + Blazer Shop	WB Lobby Reg Concourse
7:30 AM	Judge Check-in	West C Lobby
8:00 AM – 11:30 AM	School-based Enterprise Academy Retail Operations <i>Sponsored by Nestle</i>	W312 + W314 + W315
8:00 AM – 3:30 PM	Emerging Leader Series	OCCC
8:00 AM – 4:00 PM	College + Career Exhibits <i>Advisors only from 8:00 AM - 9:00 AM</i>	WD1
8:00 AM – 5:00 PM	Competitive Event Testing <i>Principles of Business Administration Events, Personal Financial Literacy, Team Decision Making Events, Individual Series Events, Integrated Marketing Campaign Events, Professional Selling and Consulting Events</i>	WB2-WB3 + Valencia B-D
8:00 AM – 5:00 PM	Competitive Event Preliminary Competition <i>Business Operations Research Events, Project Management Events, Entrepreneurship Written Events, Stock Market Game</i>	WD2
9:00 AM	Virtual Business Challenge Participants' Briefing	Valencia A
9:00 AM – 4:00 PM	Advisor Professional Learning Series	W205
9:30 AM	Executive Mentor Check-in	W309
10:00 AM – 4:00 PM	Virtual Business Challenge Competition	WD1
12:00 PM	MDA Fundraising Recognition Luncheon <i>Sponsored by the Muscular Dystrophy Association by invitation only</i>	W309
12:30 PM – 4:00 PM	School-based Enterprise Academy Food Operations <i>Sponsored by Nestle</i>	W312 + W314 + W315
4:00 PM	Voting Delegates' Briefing + Candidate Campaign Sessions	W311
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

MONDAY, APRIL 28

7:00 AM – 5:00 PM	Headquarters + Attraction Ticket Booth	W206
7:00 AM – 5:00 PM	Shop DECA	WB Lobby Reg Concourse
7:30 AM	Judge Check-In	West C Lobby
8:00 AM – 4:00 PM	College + Career Exhibits	WD1
8:00 AM – 3:30 PM	Emerging Leader Series	OCCC
8:00 AM – 6:00 PM	Competitive Event Preliminary Competition <i>Principles of Business Administration Events, Personal Financial Literacy, Team Decision Making Events, Individual Series Events, Integrated Marketing Campaign Events, Professional Selling and Consulting Event</i>	WC + WD2
8:00 AM – 6:00 PM	School-based Enterprise Preliminary Competition	WD2
9:00 AM – 3:00 PM	Advisor Professional Learning Series	W205
10:00 AM – 4:00 PM	Virtual Business Challenge Competition	WD1
12:00 PM – 1:30 PM	Chartered Association Officer + Advisor Luncheon <i>Sponsored by the U.S. Army by invitation only</i>	W311
2:00 PM – 3:30 PM	Leadership Recognition Reception <i>by invitation only</i>	W309
2:00 PM – 4:00 PM	Meet the Candidates Session <i>Open to all members</i>	WA Lobby Reg Concourse
3:00 PM – 4:00 PM	Competitive Events Update <i>Advisors only</i>	W205
5:00 PM – 11:00 PM	DECA Night at Universal Orlando <i>Advance ticket purchase required</i>	Universal Orlando Resort
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

TUESDAY, APRIL 29

7:30 AM – 6:00 PM	Headquarters	W206
8:00 AM	Achievement Awards Session	WA1-WB1
8:30 AM – 11:30 AM	Judge Check-In	West C Lobby
8:30 AM – 6:00 PM	Shop DECA + Finalist T-Shirts + Recognition Items	WB Lobby Reg Concourse
8:30 AM – 6:00 PM	Competitive Event Final Competition	WD2
12:00 PM	Business + Election Session	W304
6:00 PM – 7:00 PM	Scholarship + National Advisory Board Reception <i>Sponsored by National Advisory Board Partners by invitation only</i>	W203
7:30 PM	Grand Awards Session	WA1-WB1
12:30 AM	Curfew <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

WEDNESDAY, APRIL 30

9:00 AM – 11:00 AM	New Executive Officer Orientation	W310A
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Field Trip Chaperone List
15:1 Student to Chaperone Ratio Required
9:1 Student to Chaperone Ratio Required When Using Public Transportation
(form must include all volunteer and staff chaperones)

Date(s) of Activity: 4/25-30/2025 School: Encinal HS Grade(s): 9-12 Number of Student Participants: 14
Lead Teacher(s): Derrick Lyons

Last Name	Lyons	LYONS					
First Name	Derrick	Etere					
Cell Phone #	660-229-1803	660-229-1803					
District Employee – Y or N If Yes, disregard the steps below.	<u>Y</u>	<u>N</u>					
(Non-Staff Only) Current Approved L2 or L3 Volunteer		<u>L2</u>					
• If L3, are they transporting students in a private vehicle?		<u>N</u>					
(Non-Staff Only) Completed and Approved Chaperone Agreement ✓	<input type="checkbox"/>						

I have verified that all chaperones listed above have been approved as district chaperones for this activity. Office/Clerical Staff Initials _____

Approval of Chaperone List:

Principal's signature: _____

Date: 3-10-25

(Once complete, include this form in your field trip packet for approval and send to fieldtrips@alamedaunified.org)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Adult Education Week - April 6-12, 2025

Item Type: Consent

Background: Adult Education Week, honoring the teachers, administrators, classified staff, and students of adult education programs statewide for their efforts, persistence, and accomplishments is being observed from April 6th -12th, 2025.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time. | 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #2 - Teachers must challenge and support all students to reach their highest academic and personal potential. | #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

Description	Upload Date	Type
□ Proclamation: Adult Education Week	3/19/2025	Backup Material

PROCLAMATION
Adult Education Week
April 6 – 12, 2025

WHEREAS, the first recorded adult education class in California was held in the basement of St. Mary's Cathedral in San Francisco in 1856. The class was authorized by the San Francisco Board of Education to teach English to Irish, Italian, and Chinese immigrants. John Swett, who was the first volunteer teacher for the class, later became a State Superintendent of Public Instruction; and

WHEREAS, Adult Schools have been utilized on numerous occasions to assist the state as they dealt with significant social, political, and economic issues through job training programs during World War II, immigration reform of the 1980s, and most recently, the Great Recession; and

WHEREAS, Adult education in California overcame its biggest challenge as a result of the severe economic crisis facing both the state and the nation in 2008-2009. Funding that was previously reserved for adult education was redistributed to other levels of education in the state, resulting in many adult schools decreasing in size and some closing; and

WHEREAS, over 66% of adult learners enrolled in Adult Schools across California in 2022-23 were between the ages of 25-54, making them very likely to have children in our public school system. The impact of adult education is felt across generations, particularly for early childhood learners who have been characterized as a priority of the Governor and Legislature; and

WHEREAS, Alameda Adult School serves Alameda and the surrounding communities through its collaboration with its community college partners and community-based organizations through the Adult Education system. Alameda Adult School served 770 students in the 2023-2024 school year; and

WHEREAS, Alameda Adult School provides significant and varied classes and programs to serve Alameda and the surrounding communities, including: classes in English as a Second Language (ESL), Job Preparation, and High School Diploma and Equivalency; and

WHEREAS, Alameda Adult School served 66 students in the High School Diploma and GED Programs in the 2023-2024 school year. The programs help minimize the high school dropout rate. 7 students earned their high school diploma, and 13 students earned their High School Equivalency in the 2022-23 school year; and

WHEREAS, Alameda Adult School served 704 students in the English as a Second Language (ESL) Program in the 2023-2024 school year, and parents enrolled in ESL classes learned how to assist their children with school; and

WHEREAS, Alameda Adult School provides a safe environment for its students free from discrimination or bullying regardless of race, ethnicity, religion, sexual orientation or socio-economic status; and

WHEREAS, the California Adult Education Program celebrates its 10th anniversary this year, having been established in law in 2014; and

WHEREAS, California Adult Schools will celebrate Adult Education Week during the week of April 6th through April 12th, 2025; and

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Board of Education and Alameda Unified School District recognize strongly urges the Governor of California, Gavin Newsom, and the California Legislature to recognize the important role of K12 Adult Education in addressing the needs of our communities in the short and long term and to increase access to programs and services for the most in-need and not yet reached members of our great State.

PASSED AND ADOPTED by the following called vote this 25th day of March, 2025.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Cesar Chavez Day - March 31, 2025

Item Type: Consent

Background: Cesar Chavez was a great leader who fought injustice and created a coalition for civil rights that was unprecedented in this state's history. The Alameda Unified School District Board of Education recognizes March 31, 2025 as Cesar Chavez Day.

AUSD LCAP Goals: 2a. Support all students in becoming college and career ready.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

Description	Upload Date	Type
□ Proclamation: Cesar Chavez Day	3/19/2025	Backup Material

PROCLAMATION

Cesar Chavez Day

March 31, 2025

WHEREAS, California has established an official state holiday to honor Mexican-American labor leader Cesar Chavez, born March 31, 1927; and

WHEREAS, Cesar Chavez was a Latino, farm worker, and labor leader who acted as a community servant and social entrepreneur, as well as a crusader for nonviolent social change and an environmentalist and consumer advocate; and

WHEREAS, Cesar Chavez was a unique and humble leader, a man who was a great humanitarian and communicator and who influenced and inspired millions of Americans to seek social justice and civil rights for the poor and disenfranchised in our society; and

WHEREAS, Cesar Chavez Day recognizes one of the state’s great leaders who created a coalition for civil rights that was unprecedented in this state’s history;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education hereby recognizes March 31st as Cesar Chavez Day.

PASSED AND ADOPTED this 25th day of March, 2025.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Dolores Huerta Day - April 10, 2025

Item Type: Consent

Background: Activist and labor leader Dolores Huerta has worked her entire life to improve social and economic conditions for farm workers, is a leader in the fight against discrimination, and is a defender of civil rights, equal rights, and dignity for all.

Tonight, Alameda Unified School District recognizes April 10 as Dolores Huerta Day by remembering her life, recognizing her accomplishments, and familiarizing its students with the contributions she made to this state.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
<input type="checkbox"/> Proclamation: Dolores Huerta Day	3/19/2025	Backup Material

PROCLAMATION
Dolores Huerta Day
April 10

WHEREAS, activist and labor leader Dolores Huerta has worked her entire life to improve social and economic conditions for farm workers, is a leader in the fight against discrimination, and is a defender of civil rights, equal rights, and dignity for all; and

WHEREAS, Dolores Huerta found her calling as an organizer while serving in the leadership of the Stockton chapter of the Community Service Organization (CSO) and founded the Agricultural Workers Association. She set up voter registration drives and pressed local governments for barrio improvements; and

WHEREAS, during this time, Dolores Huerta met César Chávez, a fellow CSO official, who had become its director; and

WHEREAS, in 1962, Dolores Huerta and César Chávez lobbied to have the CSO expand its efforts to help farmworkers, but the organization was only focused on urban issues; and

WHEREAS, as a result, César Chávez and Dolores Huerta resigned from the CSO and cofounded the National Farm Workers Association. Dolores Huerta's organizing skills were essential to the growth of the association; and

WHEREAS, Dolores Huerta overcame the many challenges she faced as a woman. She remained the most talented negotiator securing services for farm workers in California in 1963 in the form of Aid to Families with Dependent Children and disability insurance, an unparalleled feat of the times; and

WHEREAS, the Agricultural Workers Organizing Committee was an integral part of the farmworkers' original organizing and was formed by Filipino workers. The Agricultural Workers Organizing Committee was led by Larry Itliong, Philip Vera Cruz, Pete Velasco, and Andy Imutan, all of whom were instrumental to the farm labor movement; and

WHEREAS, Dolores Huerta advocated for the entire family's participation in the movement because of the involvement of men, women, and children together in the fields picking, thinning, and hoeing. Thus, the practice of nonviolence was not only a philosophy but a very necessary approach in providing for the safety of all. Nonetheless, her life and the safety of those around her were in jeopardy on countless occasions; and

WHEREAS, following a lengthy recovery, Dolores Huerta took a leave of absence from the union to focus on women's rights, traveling the country for two years on behalf of the Feminist Majority, encouraging Latinas to run for office. The campaign resulted in a significant increase in the number of women representatives at the local, state, and federal levels; and

WHEREAS, the most widely-known phrase “*Si se puede*” was a phrase first used by Dolores Huerta in the farm worker movement; and

WHEREAS, at age 88, Dolores Huerta continues to work tirelessly, developing leaders and advocating for the working poor, women, and children. As founder and president of the Dolores Huerta Foundation, she travels across the country advocating in campaigns and legislation that support equality and defend civil rights. She continues to be a voice for social justice and public policy; and

WHEREAS, Dolores Huerta has been honored for her work as a fierce advocate for farmworkers, immigrants, the working poor, and women; and

WHEREAS, the accomplishments and contributions of Dolores Huerta should be properly memorialized within the history and culture of the United States. Dolores Huerta deserves proper recognition for her numerous sacrifices in the name of justice and the amelioration of severely inadequate working conditions.

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Board of Education and Alameda Unified School District recognize April 10th each year as Dolores Huerta Day by remembering her life, recognizing her accomplishments, and familiarizing its students with the contributions she made to this state.

PASSED AND ADOPTED by the following called vote this 25th day of March, 2025.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On January 14, 2025, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Purchasing Manager.

Resolution Number 2024-2025.32 further limited the delegation to expenditures of less than \$114,800 and required that the Board of Education ratify the contracts within sixty (60) days of incurring the expense.

1. (Fund 01) Professional Services Agreement between AUSD and Bay Tint, Inc. for services not to exceed \$50,000.00.
2. (Fund 01) Amendment No. 1 to Independent Contractor Agreement for Routine Maintenance Services between AUSD and Apodaca Mechanical & Consulting, Inc. for an increase of \$50,000 and an amended total of cost of \$250,000.00.
3. (Fund 01, Resource 8150) Amendment No. 1 to Independent Contractor Agreement for Routine Maintenance Services between AUSD and Extensive Air Conditioning, Inc. for an increase of \$40,000 and an amended total cost of \$240,000.00.
4. (Fund 01, Resource 8150) Amendment No.1 to Professional Services Agreement between AUSD and The Education Team for an increase of \$5,000 and an amended total cost of \$55,000.00.
5. (Fund 01, Resource 2600) Sourcewell Contract 091423 Piggyback between AUSD and AmTab for a total quoted price of \$141,741.50.
6. (Fund 01) Sourcewell Contract 121923 Piggyback between AUSD and CDW Government LLC for a total quote price of \$244,436.88.
7. (Fund 01) E-RATE Purchase Agreement between AUSD and CDW Government LLC for \$318,547.24. (~50% to be paid by E-Rate)
8. (Fund 01) 40-Month Software Implementation and Use Agreement between AUSD and Brightly Software Inc. for initial and ongoing total costs of \$72,584.84.
9. (Fund 01) Amendment No. 2 to Professional Services Agreement between AUSD and Kyle's Assessments, LLC. for an increase of \$51,000 and an amended total cost of \$138,500.00.
10. (Fund 01) 3-Year Software Implementation, Migration, and Use Agreement between AUSD and Granicus for initial and ongoing total costs of \$68,697.81.

NOTE: Contract #10 will be uploaded by 5:00pm on Friday, March 21.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Bay Tint Inc	3/19/2025	Backup Material
☐ Apodaca Mechanical Consulting	3/19/2025	Backup Material
☐ Extensive Air Conditioning	3/19/2025	Backup Material
☐ The Education Team	3/19/2025	Backup Material
☐ AmTab	3/19/2025	Backup Material
☐ CDW (Sourcewell 121923)	3/19/2025	Backup Material
☐ CDW (E-Rate)	3/19/2025	Backup Material
☐ Brightly Software Inc.	3/19/2025	Backup Material
☐ Kyles Assessments LLC	3/19/2025	Backup Material
☐ Granicus	3/20/2025	Backup Material

**AMENDMENT NO. 1 to Independent Contractor Agreement
for Routine Maintenance Services (ISA)
Dated July 1, 2024**

This Amendment is entered into on March 25, 2025, between the Alameda Unified School District (District) and Apodaca Mechanical & Consulting, Inc. (CONTRACTOR). The District entered into an ISA with the CONTRACTOR to maintain mechanical (HVAC) equipment, and the parties agree to amend that Agreement as follows:

<p>1. Services Increased need for professional services due to increased HVAC equipment and system breakdowns and a need for more preventative maintenance cycles for aging equipment.</p>
<p>2. Compensation Original ICA: \$200,000.00 (RFP 024-077-05) Amendment 1: \$50,000.00 Amended ICA: \$250,000.00</p>

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

- There are no previous amendments to this Agreement.
- This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)

“DISTRICT”

By:
Shariq Khan (03/17/2025 12:52 PM)
 Shariq Khan
 Assistant Superintendent, Business Services

By: _____
 Gary K. Lym
 President, Board of Education

“CONTRACTOR”

By: Marc Apodaca Digitally signed by Marc Apodaca
Date: 2025.03.17 11:00:25 -07'00'
 Marc Apodaca
 President

AmTab
 600 Eagle Drive
 Bensenville, IL 60106
 USA



Sales Quote Confirmation

Quote ID: S-QUO010705

Quote Date: 02/14/25

Quote Expiration Date: 05/15/25

Lead Time: 12 TO 16 WEEKS

Quote Type: SOURCEWELL 091423

Project Location

Name: Alameda Unified School District

Address: 250 Singleton Ave
 Alameda
 CA
 94501
 US

Bill To

Name: Alameda Unified School District

Address: 2060 Challenger Dr
 Alameda, CA 94501
 USA

Ship To

Name: Alameda Unified School District

Address: 250 Singleton Ave
 ALAMEDA, CA 94501
 USA

Shipping Method: AmTab Shipping

Call Before Delivery:

Liftgate/Ramp:

Quote Instructions: Sourcewell 091423 - Our quote together will kindly require your team to have staff on site to help unload and bring items into the building. Please help.

Item ID	Item Description	Req Qty	Unit List Price	Total List Price	Net Unit Price	Total Net Price
MBT12-D	Mobile Bench Table - Rectangle - 30"W x 12'1"L - 4 Benches	50	\$9,359.00	\$467,950.00	\$2634.79	\$131,739.50
	Base	50	\$8,135.00	\$406,750.00	\$2290.21	\$114,510.50
	Table Heights and Bench Heights: 29"-17"	50	\$0.00	\$0.00	\$0.00	\$0.00
	Additional Customization: No	50	\$0.00	\$0.00	\$0.00	\$0.00
	Table Top Laminates: Wilsonart Dove Grey D92-60	50	\$0.00	\$0.00	\$0.00	\$0.00
	Table Top Edges: Gray Dyna Rock	50	\$0.00	\$0.00	\$0.00	\$0.00
	Bench Laminates: Wilsonart Slate Grey D91-60	50	\$0.00	\$0.00	\$0.00	\$0.00
	Bench Edges: Gray Dyna Rock	50	\$0.00	\$0.00	\$0.00	\$0.00
	Plywood Core: Yes	50	\$1,224.00	\$61,200.00	\$344.59	\$17,229.50
	Metal Finishes: Titanium	50	\$0.00	\$0.00	\$0.00	\$0.00
	Wheel Colors: Green	50	\$0.00	\$0.00	\$0.00	\$0.00
	ADA Accessible: No	50	\$0.00	\$0.00	\$0.00	\$0.00
	Custom Design Enhancement: No	50	\$0.00	\$0.00	\$0.00	\$0.00

Piggybacked from Sourcewell Contract 091423-AMTAB, attached to and herein incorporated.

Authorized Signature

 Gary K. Lym, President of the Board of Education Date

Total:	\$131,739.50
Tax:	\$0.00
Shipping Charges:	\$10,002.00
Sales Quote Total:	\$141,741.50

Quote ID: S-QUO010705

Friday, 14 February 2025



Solicitation Number: RFP #091423

CONTRACT

This Contract is between Sourcewell, 202 12th Street Northeast, P.O. Box 219, Staples, MN 56479 (Sourcewell) and AmTab Manufacturing Corporation, 600 Eagle Drive, Bensenville, IL 60106 (Supplier).

Sourcewell is a State of Minnesota local government unit and service cooperative created under the laws of the State of Minnesota (Minnesota Statutes Section 123A.21) that offers cooperative procurement solutions to government entities. Participation is open to eligible federal, state/province, and municipal governmental entities, higher education, K-12 education, nonprofit, tribal government, and other public entities located in the United States and Canada. Sourcewell issued a public solicitation for Furniture Solutions with Related Accessories and Services from which Supplier was awarded a contract.

Supplier desires to contract with Sourcewell to provide equipment, products, or services to Sourcewell and the entities that access Sourcewell's cooperative purchasing contracts (Participating Entities).

1. TERM OF CONTRACT

A. **EFFECTIVE DATE.** This Contract is effective upon the date of the final signature below.

EXPIRATION DATE AND EXTENSION. This Contract expires December 4, 2027, unless it is cancelled sooner pursuant to Article 22. This Contract allows up to three additional one-year extensions upon the request of Sourcewell and written agreement by Supplier. Sourcewell retains the right to consider additional extensions beyond seven years as required under exceptional circumstances.

B. **SURVIVAL OF TERMS.** Notwithstanding any expiration or termination of this Contract, all payment obligations incurred prior to expiration or termination will survive, as will the following: Articles 11 through 14 survive the expiration or cancellation of this Contract. All other rights will cease upon expiration or termination of this Contract.

2. EQUIPMENT, PRODUCTS, OR SERVICES

A. EQUIPMENT, PRODUCTS, OR SERVICES. Supplier will provide the Equipment, Products, or Services as stated in its Proposal submitted under the Solicitation Number listed above. Supplier's Equipment, Products, or Services Proposal (Proposal) is attached and incorporated into this Contract.

All Equipment and Products provided under this Contract must be new and the current model. Supplier may offer close-out or refurbished Equipment or Products if they are clearly indicated in Supplier's product and pricing list. Unless agreed to by the Participating Entities in advance, Equipment or Products must be delivered as operational to the Participating Entity's site.

This Contract offers an indefinite quantity of sales, and while substantial volume is anticipated, sales and sales volume are not guaranteed.

B. WARRANTY. Supplier warrants that all Equipment, Products, and Services furnished are free from liens and encumbrances, and are free from defects in design, materials, and workmanship. In addition, Supplier warrants the Equipment, Products, and Services are suitable for and will perform in accordance with the ordinary use for which they are intended. Supplier's dealers and distributors must agree to assist the Participating Entity in reaching a resolution in any dispute over warranty terms with the manufacturer. Any manufacturer's warranty that extends beyond the expiration of the Supplier's warranty will be passed on to the Participating Entity.

C. DEALERS, DISTRIBUTORS, AND/OR RESELLERS. Upon Contract execution and throughout the Contract term, Supplier must provide to Sourcwell a current means to validate or authenticate Supplier's authorized dealers, distributors, or resellers relative to the Equipment, Products, and Services offered under this Contract, which will be incorporated into this Contract by reference. It is the Supplier's responsibility to ensure Sourcwell receives the most current information.

3. PRICING

All Equipment, Products, or Services under this Contract will be priced at or below the price stated in Supplier's Proposal.

When providing pricing quotes to Participating Entities, all pricing quoted must reflect a Participating Entity's total cost of acquisition. This means that the quoted cost is for delivered Equipment, Products, and Services that are operational for their intended purpose, and includes all costs to the Participating Entity's requested delivery location.

Regardless of the payment method chosen by the Participating Entity, the total cost associated with any purchase option of the Equipment, Products, or Services must always be disclosed in the pricing quote to the applicable Participating Entity at the time of purchase.

A. **SHIPPING AND SHIPPING COSTS.** All delivered Equipment and Products must be properly packaged. Damaged Equipment and Products may be rejected. If the damage is not readily apparent at the time of delivery, Supplier must permit the Equipment and Products to be returned within a reasonable time at no cost to Sourcewell or its Participating Entities. Participating Entities reserve the right to inspect the Equipment and Products at a reasonable time after delivery where circumstances or conditions prevent effective inspection of the Equipment and Products at the time of delivery. In the event of the delivery of nonconforming Equipment and Products, the Participating Entity will notify the Supplier as soon as possible and the Supplier will replace nonconforming Equipment and Products with conforming Equipment and Products that are acceptable to the Participating Entity.

Supplier must arrange for and pay for the return shipment on Equipment and Products that arrive in a defective or inoperable condition.

Sourcewell may declare the Supplier in breach of this Contract if the Supplier intentionally delivers substandard or inferior Equipment or Products.

B. **SALES TAX.** Each Participating Entity is responsible for supplying the Supplier with valid tax-exemption certification(s). When ordering, a Participating Entity must indicate if it is a tax-exempt entity.

C. **HOT LIST PRICING.** At any time during this Contract, Supplier may offer a specific selection of Equipment, Products, or Services at discounts greater than those listed in the Contract. When Supplier determines it will offer Hot List Pricing, it must be submitted electronically to Sourcewell in a line-item format. Equipment, Products, or Services may be added or removed from the Hot List at any time through a Sourcewell Price and Product Change Form as defined in Article 4 below.

Hot List program and pricing may also be used to discount and liquidate close-out and discontinued Equipment and Products as long as those close-out and discontinued items are clearly identified as such. Current ordering process and administrative fees apply. Hot List Pricing must be published and made available to all Participating Entities.

4. PRODUCT AND PRICING CHANGE REQUESTS

Supplier may request Equipment, Product, or Service changes, additions, or deletions at any time. All requests must be made in writing by submitting a signed Sourcewell Price and Product Change Request Form to the assigned Sourcewell Supplier Development Administrator. This approved form is available from the assigned Sourcewell Supplier Development Administrator. At a minimum, the request must:

- Identify the applicable Sourcewell contract number;
- Clearly specify the requested change;
- Provide sufficient detail to justify the requested change;
- Individually list all Equipment, Products, or Services affected by the requested change, along with the requested change (e.g., addition, deletion, price change); and
- Include a complete restatement of pricing documentation in Microsoft Excel with the effective date of the modified pricing, or product addition or deletion. The new pricing restatement must include all Equipment, Products, and Services offered, even for those items where pricing remains unchanged.

A fully executed Sourcewell Price and Product Change Request Form will become an amendment to this Contract and will be incorporated by reference.

5. PARTICIPATION, CONTRACT ACCESS, AND PARTICIPATING ENTITY REQUIREMENTS

A. PARTICIPATION. Sourcewell's cooperative contracts are available and open to public and nonprofit entities across the United States and Canada; such as federal, state/province, municipal, K-12 and higher education, tribal government, and other public entities.

The benefits of this Contract should be available to all Participating Entities that can legally access the Equipment, Products, or Services under this Contract. A Participating Entity's authority to access this Contract is determined through its cooperative purchasing, interlocal, or joint powers laws. Any entity accessing benefits of this Contract will be considered a Service Member of Sourcewell during such time of access. Supplier understands that a Participating Entity's use of this Contract is at the Participating Entity's sole convenience and Participating Entities reserve the right to obtain like Equipment, Products, or Services from any other source.

Supplier is responsible for familiarizing its sales and service forces with Sourcewell contract use eligibility requirements and documentation and will encourage potential participating entities to join Sourcewell. Sourcewell reserves the right to add and remove Participating Entities to its roster during the term of this Contract.

B. PUBLIC FACILITIES. Supplier's employees may be required to perform work at government-owned facilities, including schools. Supplier's employees and agents must conduct themselves in a professional manner while on the premises, and in accordance with Participating Entity policies and procedures, and all applicable laws.

6. PARTICIPATING ENTITY USE AND PURCHASING

A. ORDERS AND PAYMENT. To access the contracted Equipment, Products, or Services under this Contract, a Participating Entity must clearly indicate to Supplier that it intends to access this Contract; however, order flow and procedure will be developed jointly between Sourcewell and

Supplier. Typically, a Participating Entity will issue an order directly to Supplier or its authorized subsidiary, distributor, dealer, or reseller. If a Participating Entity issues a purchase order, it may use its own forms, but the purchase order should clearly note the applicable Sourcewell contract number. All Participating Entity orders under this Contract must be issued prior to expiration or cancellation of this Contract; however, Supplier performance, Participating Entity payment obligations, and any applicable warranty periods or other Supplier or Participating Entity obligations may extend beyond the term of this Contract.

Supplier's acceptable forms of payment are included in its attached Proposal. Participating Entities will be solely responsible for payment and Sourcewell will have no liability for any unpaid invoice of any Participating Entity.

B. **ADDITIONAL TERMS AND CONDITIONS/PARTICIPATING ADDENDUM.** Additional terms and conditions to a purchase order, or other required transaction documentation, may be negotiated between a Participating Entity and Supplier, such as job or industry-specific requirements, legal requirements (e.g., affirmative action or immigration status requirements), or specific local policy requirements. Some Participating Entities may require the use of a Participating Addendum, the terms of which will be negotiated directly between the Participating Entity and the Supplier or its authorized dealers, distributors, or resellers, as applicable. Any negotiated additional terms and conditions must never be less favorable to the Participating Entity than what is contained in this Contract.

C. **SPECIALIZED SERVICE REQUIREMENTS.** In the event that the Participating Entity requires service or specialized performance requirements not addressed in this Contract (such as e-commerce specifications, specialized delivery requirements, or other specifications and requirements), the Participating Entity and the Supplier may enter into a separate, standalone agreement, apart from this Contract. Sourcewell, including its agents and employees, will not be made a party to a claim for breach of such agreement.

D. **TERMINATION OF ORDERS.** Participating Entities may terminate an order, in whole or in part, immediately upon notice to Supplier in the event of any of the following events:

1. The Participating Entity fails to receive funding or appropriation from its governing body at levels sufficient to pay for the equipment, products, or services to be purchased; or
2. Federal, state, or provincial laws or regulations prohibit the purchase or change the Participating Entity's requirements.

E. **GOVERNING LAW AND VENUE.** The governing law and venue for any action related to a Participating Entity's order will be determined by the Participating Entity making the purchase.

7. CUSTOMER SERVICE

A. PRIMARY ACCOUNT REPRESENTATIVE. Supplier will assign an Account Representative to Sourcwell for this Contract and must provide prompt notice to Sourcwell if that person is changed. The Account Representative will be responsible for:

- Maintenance and management of this Contract;
- Timely response to all Sourcwell and Participating Entity inquiries; and
- Business reviews to Sourcwell and Participating Entities, if applicable.

B. BUSINESS REVIEWS. Supplier must perform a minimum of one business review with Sourcwell per contract year. The business review will cover sales to Participating Entities, pricing and contract terms, administrative fees, sales data reports, performance issues, supply issues, customer issues, and any other necessary information.

8. REPORT ON CONTRACT SALES ACTIVITY AND ADMINISTRATIVE FEE PAYMENT

A. CONTRACT SALES ACTIVITY REPORT. Each calendar quarter, Supplier must provide a contract sales activity report (Report) to the Sourcwell Supplier Development Administrator assigned to this Contract. Reports are due no later than 45 days after the end of each calendar quarter. A Report must be provided regardless of the number or amount of sales during that quarter (i.e., if there are no sales, Supplier must submit a report indicating no sales were made).

The Report must contain the following fields:

- Participating Entity Name (e.g., City of Staples Highway Department);
- Participating Entity Physical Street Address;
- Participating Entity City;
- Participating Entity State/Province;
- Participating Entity Zip/Postal Code;
- Participating Entity Contact Name;
- Participating Entity Contact Email Address;
- Participating Entity Contact Telephone Number;
- Sourcwell Assigned Entity/Participating Entity Number;
- Item Purchased Description;
- Item Purchased Price;
- Sourcwell Administrative Fee Applied; and
- Date Purchase was invoiced/sale was recognized as revenue by Supplier.

B. ADMINISTRATIVE FEE. In consideration for the support and services provided by Sourcwell, the Supplier will pay an administrative fee to Sourcwell on all Equipment, Products, and Services provided to Participating Entities. The Administrative Fee must be included in, and not added to, the pricing. Supplier may not charge Participating Entities more than the contracted

price to offset the Administrative Fee.

The Supplier will submit payment to Sourcewell for the percentage of administrative fee stated in the Proposal multiplied by the total sales of all Equipment, Products, and Services purchased by Participating Entities under this Contract during each calendar quarter. Payments should note the Supplier's name and Sourcewell-assigned contract number in the memo; and must be mailed to the address above "Attn: Accounts Receivable" or remitted electronically to Sourcewell's banking institution per Sourcewell's Finance department instructions. Payments must be received no later than 45 calendar days after the end of each calendar quarter.

Supplier agrees to cooperate with Sourcewell in auditing transactions under this Contract to ensure that the administrative fee is paid on all items purchased under this Contract.

In the event the Supplier is delinquent in any undisputed administrative fees, Sourcewell reserves the right to cancel this Contract and reject any proposal submitted by the Supplier in any subsequent solicitation. In the event this Contract is cancelled by either party prior to the Contract's expiration date, the administrative fee payment will be due no more than 30 days from the cancellation date.

9. AUTHORIZED REPRESENTATIVE

Sourcewell's Authorized Representative is its Chief Procurement Officer.

Supplier's Authorized Representative is the person named in the Supplier's Proposal. If Supplier's Authorized Representative changes at any time during this Contract, Supplier must promptly notify Sourcewell in writing.

10. AUDIT, ASSIGNMENT, AMENDMENTS, WAIVER, AND CONTRACT COMPLETE

A. **AUDIT.** Pursuant to Minnesota Statutes Section 16C.05, subdivision 5, the books, records, documents, and accounting procedures and practices relevant to this Contract are subject to examination by Sourcewell or the Minnesota State Auditor for a minimum of six years from the end of this Contract. This clause extends to Participating Entities as it relates to business conducted by that Participating Entity under this Contract.

B. **ASSIGNMENT.** Neither party may assign or otherwise transfer its rights or obligations under this Contract without the prior written consent of the other party and a fully executed assignment agreement. Such consent will not be unreasonably withheld. Any prohibited assignment will be invalid.

C. **AMENDMENTS.** Any amendment to this Contract must be in writing and will not be effective until it has been duly executed by the parties.

D. WAIVER. Failure by either party to take action or assert any right under this Contract will not be deemed a waiver of such right in the event of the continuation or repetition of the circumstances giving rise to such right. Any such waiver must be in writing and signed by the parties.

E. CONTRACT COMPLETE. This Contract represents the complete agreement between the parties. No other understanding regarding this Contract, whether written or oral, may be used to bind either party. For any conflict between the attached Proposal and the terms set out in Articles 1-22 of this Contract, the terms of Articles 1-22 will govern.

F. RELATIONSHIP OF THE PARTIES. The relationship of the parties is one of independent contractors, each free to exercise judgment and discretion with regard to the conduct of their respective businesses. This Contract does not create a partnership, joint venture, or any other relationship such as master-servant, or principal-agent.

11. INDEMNITY AND HOLD HARMLESS

Supplier must indemnify, defend, save, and hold Sourcewell and its Participating Entities, including their agents and employees, harmless from any claims or causes of action, including attorneys' fees incurred by Sourcewell or its Participating Entities, arising out of any act or omission in the performance of this Contract by the Supplier or its agents or employees; this indemnification includes injury or death to person(s) or property alleged to have been caused by some defect in the Equipment, Products, or Services under this Contract to the extent the Equipment, Product, or Service has been used according to its specifications. Sourcewell's responsibility will be governed by the State of Minnesota's Tort Liability Act (Minnesota Statutes Chapter 466) and other applicable law.

12. GOVERNMENT DATA PRACTICES

Supplier and Sourcewell must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by or provided to Sourcewell under this Contract and as it applies to all data created, collected, received, maintained, or disseminated by the Supplier under this Contract.

13. INTELLECTUAL PROPERTY, PUBLICITY, MARKETING, AND ENDORSEMENT

A. INTELLECTUAL PROPERTY

1. *Grant of License.* During the term of this Contract:

- a. Sourcewell grants to Supplier a royalty-free, worldwide, non-exclusive right and license to use the trademark(s) provided to Supplier by Sourcewell in advertising and promotional materials for the purpose of marketing Sourcewell's relationship with Supplier.

b. Supplier grants to Sourcewell a royalty-free, worldwide, non-exclusive right and license to use Supplier's trademarks in advertising and promotional materials for the purpose of marketing Supplier's relationship with Sourcewell.

2. *Limited Right of Sublicense.* The right and license granted herein includes a limited right of each party to grant sublicenses to their respective subsidiaries, distributors, dealers, resellers, marketing representatives, and agents (collectively "Permitted Sublicensees") in advertising and promotional materials for the purpose of marketing the Parties' relationship to Participating Entities. Any sublicense granted will be subject to the terms and conditions of this Article. Each party will be responsible for any breach of this Article by any of their respective sublicensees.

3. *Use; Quality Control.*

a. Neither party may alter the other party's trademarks from the form provided and must comply with removal requests as to specific uses of its trademarks or logos.

b. Each party agrees to use, and to cause its Permitted Sublicensees to use, the other party's trademarks only in good faith and in a dignified manner consistent with such party's use of the trademarks. Upon written notice to the breaching party, the breaching party has 30 days of the date of the written notice to cure the breach or the license will be terminated.

4. *Termination.* Upon the termination of this Contract for any reason, each party, including Permitted Sublicensees, will have 30 days to remove all Trademarks from signage, websites, and the like bearing the other party's name or logo (excepting Sourcewell's pre-printed catalog of suppliers which may be used until the next printing). Supplier must return all marketing and promotional materials, including signage, provided by Sourcewell, or dispose of it according to Sourcewell's written directions.

B. **PUBLICITY.** Any publicity regarding the subject matter of this Contract must not be released without prior written approval from the Authorized Representatives. Publicity includes notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the Supplier individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this Contract.

C. **MARKETING.** Any direct advertising, marketing, or offers with Participating Entities must be approved by Sourcewell. Send all approval requests to the Sourcewell Supplier Development Administrator assigned to this Contract.

D. **ENDORSEMENT.** The Supplier must not claim that Sourcewell endorses its Equipment, Products, or Services.

14. GOVERNING LAW, JURISDICTION, AND VENUE

The substantive and procedural laws of the State of Minnesota will govern this Contract. Venue for all legal proceedings arising out of this Contract, or its breach, must be in the appropriate state court in Todd County, Minnesota or federal court in Fergus Falls, Minnesota.

15. FORCE MAJEURE

Neither party to this Contract will be held responsible for delay or default caused by acts of God or other conditions that are beyond that party's reasonable control. A party defaulting under this provision must provide the other party prompt written notice of the default.

16. SEVERABILITY

If any provision of this Contract is found by a court of competent jurisdiction to be illegal, unenforceable, or void then both parties will be relieved from all obligations arising from that provision. If the remainder of this Contract is capable of being performed, it will not be affected by such determination or finding and must be fully performed.

17. PERFORMANCE, DEFAULT, AND REMEDIES

A. **PERFORMANCE.** During the term of this Contract, the parties will monitor performance and address unresolved contract issues as follows:

1. *Notification.* The parties must promptly notify each other of any known dispute and work in good faith to resolve such dispute within a reasonable period of time. If necessary, Sourcewell and the Supplier will jointly develop a short briefing document that describes the issue(s), relevant impact, and positions of both parties.
2. *Escalation.* If parties are unable to resolve the issue in a timely manner, as specified above, either Sourcewell or Supplier may escalate the resolution of the issue to a higher level of management. The Supplier will have 30 calendar days to cure an outstanding issue.
3. *Performance while Dispute is Pending.* Notwithstanding the existence of a dispute, the Supplier must continue without delay to carry out all of its responsibilities under the Contract that are not affected by the dispute. If the Supplier fails to continue without delay to perform its responsibilities under the Contract, in the accomplishment of all undisputed work, the Supplier will bear any additional costs incurred by Sourcewell and/or its Participating Entities as a result of such failure to proceed.

B. **DEFAULT AND REMEDIES.** Either of the following constitutes cause to declare this Contract, or any Participating Entity order under this Contract, in default:

1. Nonperformance of contractual requirements, or
2. A material breach of any term or condition of this Contract.

The party claiming default must provide written notice of the default, with 30 calendar days to cure the default. Time allowed for cure will not diminish or eliminate any liability for liquidated or other damages. If the default remains after the opportunity for cure, the non-defaulting party may:

- Exercise any remedy provided by law or equity, or
- Terminate the Contract or any portion thereof, including any orders issued against the Contract.

18. INSURANCE

A. REQUIREMENTS. At its own expense, Supplier must maintain insurance policy(ies) in effect at all times during the performance of this Contract with insurance company(ies) licensed or authorized to do business in the State of Minnesota having an "AM BEST" rating of A- or better, with coverage and limits of insurance not less than the following:

1. *Workers' Compensation and Employer's Liability.*

Workers' Compensation: As required by any applicable law or regulation.

Employer's Liability Insurance: must be provided in amounts not less than listed below:

Minimum limits:

\$500,000 each accident for bodily injury by accident

\$500,000 policy limit for bodily injury by disease

\$500,000 each employee for bodily injury by disease

2. *Commercial General Liability Insurance.* Supplier will maintain insurance covering its operations, with coverage on an occurrence basis, and must be subject to terms no less broad than the Insurance Services Office ("ISO") Commercial General Liability Form CG0001 (2001 or newer edition), or equivalent. At a minimum, coverage must include liability arising from premises, operations, bodily injury and property damage, independent contractors, products-completed operations including construction defect, contractual liability, blanket contractual liability, and personal injury and advertising injury. All required limits, terms and conditions of coverage must be maintained during the term of this Contract.

Minimum Limits:

\$1,000,000 each occurrence Bodily Injury and Property Damage

\$1,000,000 Personal and Advertising Injury

\$2,000,000 aggregate for products liability-completed operations

\$2,000,000 general aggregate

3. *Commercial Automobile Liability Insurance.* During the term of this Contract, Supplier will maintain insurance covering all owned, hired, and non-owned automobiles in limits of liability not less than indicated below. The coverage must be subject to terms

no less broad than ISO Business Auto Coverage Form CA 0001 (2010 edition or newer), or equivalent.

Minimum Limits:

\$1,000,000 each accident, combined single limit

4. *Umbrella Insurance*. During the term of this Contract, Supplier will maintain umbrella coverage over Employer's Liability, Commercial General Liability, and Commercial Automobile.

Minimum Limits:

\$2,000,000

5. *Professional/Technical, Errors and Omissions, and/or Miscellaneous Professional Liability*. During the term of this Contract, Supplier will maintain coverage for all claims the Supplier may become legally obligated to pay resulting from any actual or alleged negligent act, error, or omission related to Supplier's professional services required under this Contract.

Minimum Limits:

\$2,000,000 per claim or event

\$2,000,000 – annual aggregate

6. *Network Security and Privacy Liability Insurance*. During the term of this Contract, Supplier will maintain coverage for network security and privacy liability. The coverage may be endorsed on another form of liability coverage or written on a standalone policy. The insurance must cover claims which may arise from failure of Supplier's security resulting in, but not limited to, computer attacks, unauthorized access, disclosure of not public data – including but not limited to, confidential or private information, transmission of a computer virus, or denial of service.

Minimum limits:

\$2,000,000 per occurrence

\$2,000,000 annual aggregate

Failure of Supplier to maintain the required insurance will constitute a material breach entitling Sourcwell to immediately terminate this Contract for default.

B. CERTIFICATES OF INSURANCE. Prior to commencing under this Contract, Supplier must furnish to Sourcwell a certificate of insurance, as evidence of the insurance required under this Contract. Prior to expiration of the policy(ies), renewal certificates must be mailed to Sourcwell, 202 12th Street Northeast, P.O. Box 219, Staples, MN 56479 or sent to the Sourcwell Supplier Development Administrator assigned to this Contract. The certificates must be signed by a person authorized by the insurer(s) to bind coverage on their behalf.

Failure to request certificates of insurance by Sourcewell, or failure of Supplier to provide certificates of insurance, in no way limits or relieves Supplier of its duties and responsibilities in this Contract.

C. **ADDITIONAL INSURED ENDORSEMENT AND PRIMARY AND NON-CONTRIBUTORY INSURANCE CLAUSE.** Supplier agrees to list Sourcewell and its Participating Entities, including their officers, agents, and employees, as an additional insured under the Supplier's commercial general liability insurance policy with respect to liability arising out of activities, "operations," or "work" performed by or on behalf of Supplier, and products and completed operations of Supplier. The policy provision(s) or endorsement(s) must further provide that coverage is primary and not excess over or contributory with any other valid, applicable, and collectible insurance or self-insurance in force for the additional insureds.

D. **WAIVER OF SUBROGATION.** Supplier waives and must require (by endorsement or otherwise) all its insurers to waive subrogation rights against Sourcewell and other additional insureds for losses paid under the insurance policies required by this Contract or other insurance applicable to the Supplier or its subcontractors. The waiver must apply to all deductibles and/or self-insured retentions applicable to the required or any other insurance maintained by the Supplier or its subcontractors. Where permitted by law, Supplier must require similar written express waivers of subrogation and insurance clauses from each of its subcontractors.

E. **UMBRELLA/EXCESS LIABILITY/SELF-INSURED RETENTION.** The limits required by this Contract can be met by either providing a primary policy or in combination with umbrella/excess liability policy(ies), or self-insured retention.

19. COMPLIANCE

A. **LAWS AND REGULATIONS.** All Equipment, Products, or Services provided under this Contract must comply fully with applicable federal laws and regulations, and with the laws in the states and provinces in which the Equipment, Products, or Services are sold.

B. **LICENSES.** Supplier must maintain a valid and current status on all required federal, state/provincial, and local licenses, bonds, and permits required for the operation of the business that the Supplier conducts with Sourcewell and Participating Entities.

20. BANKRUPTCY, DEBARMENT, OR SUSPENSION CERTIFICATION

Supplier certifies and warrants that it is not in bankruptcy or that it has previously disclosed in writing certain information to Sourcewell related to bankruptcy actions. If at any time during this Contract Supplier declares bankruptcy, Supplier must immediately notify Sourcewell in writing.

Supplier certifies and warrants that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated by the State of Minnesota; the United States federal government or the Canadian government, as applicable; or any Participating Entity. Supplier certifies and warrants that neither it nor its principals have been convicted of a criminal offense related to the subject matter of this Contract. Supplier further warrants that it will provide immediate written notice to Sourcwell if this certification changes at any time.

21. PROVISIONS FOR NON-UNITED STATES FEDERAL ENTITY PROCUREMENTS UNDER UNITED STATES FEDERAL AWARDS OR OTHER AWARDS

Participating Entities that use United States federal grant or FEMA funds to purchase goods or services from this Contract may be subject to additional requirements including the procurement standards of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. § 200. Participating Entities may have additional requirements based on specific funding source terms or conditions. Within this Article, all references to “federal” should be interpreted to mean the United States federal government. The following list only applies when a Participating Entity accesses Supplier’s Equipment, Products, or Services with United States federal funds.

A. **EQUAL EMPLOYMENT OPPORTUNITY.** Except as otherwise provided under 41 C.F.R. § 60, all contracts that meet the definition of “federally assisted construction contract” in 41 C.F.R. § 60-1.3 must include the equal opportunity clause provided under 41 C.F.R. §60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 C.F.R. §, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 C.F.R. § 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.” The equal opportunity clause is incorporated herein by reference.

B. **DAVIS-BACON ACT, AS AMENDED (40 U.S.C. § 3141-3148).** When required by federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. § 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 C.F.R. § 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-federal entity must report all suspected or reported violations to the federal awarding agency. The contracts must also include a provision for compliance with

the Copeland "Anti-Kickback" Act (40 U.S.C. § 3145), as supplemented by Department of Labor regulations (29 C.F.R. § 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-federal entity must report all suspected or reported violations to the federal awarding agency. Supplier must be in compliance with all applicable Davis-Bacon Act provisions.

C. CONTRACT WORK HOURS AND SAFETY STANDARDS ACT (40 U.S.C. § 3701-3708). Where applicable, all contracts awarded by the non-federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. §§ 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. § 5). Under 40 U.S.C. § 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. § 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence. This provision is hereby incorporated by reference into this Contract. Supplier certifies that during the term of an award for all contracts by Sourcewell resulting from this procurement process, Supplier must comply with applicable requirements as referenced above.

D. RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT. If the federal award meets the definition of "funding agreement" under 37 C.F.R. § 401.2(a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 C.F.R. § 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency. Supplier certifies that during the term of an award for all contracts by Sourcewell resulting from this procurement process, Supplier must comply with applicable requirements as referenced above.

E. CLEAN AIR ACT (42 U.S.C. § 7401-7671Q.) AND THE FEDERAL WATER POLLUTION CONTROL ACT (33 U.S.C. § 1251-1387). Contracts and subgrants of amounts in excess of \$150,000 require the non-federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. § 7401- 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. § 1251- 1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Supplier certifies that during the term of this Contract will comply with applicable requirements as referenced above.

F. DEBARMENT AND SUSPENSION (EXECUTIVE ORDERS 12549 AND 12689). A contract award (see 2 C.F.R. § 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 C.F.R. §180 that implement Executive Orders 12549 (3 C.F.R. § 1986 Comp., p. 189) and 12689 (3 C.F.R. § 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. Supplier certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

G. BYRD ANTI-LOBBYING AMENDMENT, AS AMENDED (31 U.S.C. § 1352). Suppliers must file any required certifications. Suppliers must not have used federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Suppliers must disclose any lobbying with non-federal funds that takes place in connection with obtaining any federal award. Such disclosures are forwarded from tier to tier up to the non-federal award. Suppliers must file all certifications and disclosures required by, and otherwise comply with, the Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352).

H. RECORD RETENTION REQUIREMENTS. To the extent applicable, Supplier must comply with the record retention requirements detailed in 2 C.F.R. § 200.333. The Supplier further certifies that it will retain all records as required by 2 C.F.R. § 200.333 for a period of 3 years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

I. ENERGY POLICY AND CONSERVATION ACT COMPLIANCE. To the extent applicable, Supplier must comply with the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

J. BUY AMERICAN PROVISIONS COMPLIANCE. To the extent applicable, Supplier must comply with all applicable provisions of the Buy American Act. Purchases made in accordance with the Buy American Act must follow the applicable procurement rules calling for free and open competition.

K. ACCESS TO RECORDS (2 C.F.R. § 200.336). Supplier agrees that duly authorized representatives of a federal agency must have access to any books, documents, papers and

records of Supplier that are directly pertinent to Supplier's discharge of its obligations under this Contract for the purpose of making audits, examinations, excerpts, and transcriptions. The right also includes timely and reasonable access to Supplier's personnel for the purpose of interview and discussion relating to such documents.

L. **PROCUREMENT OF RECOVERED MATERIALS (2 C.F.R. § 200.322).** A non-federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 C.F.R. § 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

M. **FEDERAL SEAL(S), LOGOS, AND FLAGS.** The Supplier cannot use the seal(s), logos, crests, or reproductions of flags or likenesses of Federal agency officials without specific pre-approval.

N. **NO OBLIGATION BY FEDERAL GOVERNMENT.** The U.S. federal government is not a party to this Contract or any purchase by a Participating Entity and is not subject to any obligations or liabilities to the Participating Entity, Supplier, or any other party pertaining to any matter resulting from the Contract or any purchase by an authorized user.

O. **PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS.** The Contractor acknowledges that 31 U.S.C. 38 (Administrative Remedies for False Claims and Statements) applies to the Supplier's actions pertaining to this Contract or any purchase by a Participating Entity.

P. **FEDERAL DEBT.** The Supplier certifies that it is non-delinquent in its repayment of any federal debt. Examples of relevant debt include delinquent payroll and other taxes, audit disallowance, and benefit overpayments.

Q. **CONFLICTS OF INTEREST.** The Supplier must notify the U.S. Office of General Services, Sourcewell, and Participating Entity as soon as possible if this Contract or any aspect related to the anticipated work under this Contract raises an actual or potential conflict of interest (as described in 2 C.F.R. Part 200). The Supplier must explain the actual or potential conflict in writing in sufficient detail so that the U.S. Office of General Services, Sourcewell, and Participating Entity are able to assess the actual or potential conflict; and provide any additional information as necessary or requested.

R. U.S. EXECUTIVE ORDER 13224. The Supplier, and its subcontractors, must comply with U.S. Executive Order 13224 and U.S. Laws that prohibit transactions with and provision of resources and support to individuals and organizations associated with terrorism.

S. PROHIBITION ON CERTAIN TELECOMMUNICATIONS AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT. To the extent applicable, Supplier certifies that during the term of this Contract it will comply with applicable requirements of 2 C.F.R. § 200.216.

T. DOMESTIC PREFERENCES FOR PROCUREMENTS. To the extent applicable, Supplier certifies that during the term of this Contract will comply with applicable requirements of 2 C.F.R. § 200.322.

22. CANCELLATION

Sourcewell or Supplier may cancel this Contract at any time, with or without cause, upon 60 days' written notice to the other party. However, Sourcewell may cancel this Contract immediately upon discovery of a material defect in any certification made in Supplier's Proposal. Cancellation of this Contract does not relieve either party of financial, product, or service obligations incurred or accrued prior to cancellation.

Sourcewell

AmTab Manufacturing Corporation

DocuSigned by:
Jeremy Schwartz
By: C0FD2A139D06489...
Jeremy Schwartz
Title: Chief Procurement Officer
Date: 11/29/2023 | 5:27 PM CST

DocuSigned by:
Greg Swon
By: ECB33AB831FC43C...
Greg Swon
Title: Accounting Manager
Date: 11/29/2023 | 12:37 PM CST

Approved:

DocuSigned by:
Chad Coauette
By: 48BAF71B0894454...
Chad Coauette
Title: Executive Director/CEO
Date: 11/30/2023 | 8:25 AM CST

RFP 091423 - Furniture Solutions with Related Accessories and Services

Vendor Details

Company Name: AmTab Manufacturing Corporation
Does your company conduct business under any other name? If yes, please state: Illinois
Address: 600 Eagle Dr
Bensenville, Illinois 60106
Contact: Greg Swon
Email: contractteam@amtab.com
Phone: 630-301-7600
Fax: 630-301-7600
HST#: 205211622

Submission Details

Created On: Friday July 28, 2023 15:59:48
Submitted On: Wednesday September 13, 2023 10:04:38
Submitted By: Greg Swon
Email: contractteam@amtab.com
Transaction #: da7abc8f-2a51-4fe4-bd62-38f7c3be8bfe
Submitter's IP Address: 143.170.132.122

Specifications

Table 1: Proposer Identity & Authorized Representatives

General Instructions (applies to all Tables) Sourcwell prefers a brief but thorough response to each question. Do not merely attach additional documents to your response without also providing a substantive response. Do not leave answers blank; respond "N/A" if the question does not apply to you (preferably with an explanation).

Line Item	Question	Response *
1	Proposer Legal Name (one legal entity only): (In the event of award, will execute the resulting contract as "Supplier")	AmTab Manufacturing Corporation
2	Identify all subsidiary entities of the Proposer whose equipment, products, or services are included in the Proposal.	AmTab Manufacturing Corporation does not have any subsidiaries.
3	Identify all applicable assumed names or DBA names of the Proposer or Proposer's subsidiaries in Line 1 or Line 2 above.	AmTab Manufacturing Corporation does not have any assumed names or DBA's.
4	Provide your CAGE code or Unique Entity Identifier (SAM):	Cage: 03NF9
5	Proposer Physical Address:	600 Eagle Drive Bensenville, IL 60106
6	Proposer website address (or addresses):	www.amtab.com
7	Proposer's Authorized Representative (name, title, address, email address & phone) (The representative must have authority to sign the "Proposer's Assurance of Compliance" on behalf of the Proposer and, in the event of award, will be expected to execute the resulting contract):	Greg Swon - Accounting Manager AmTab Manufacturing Corporation 600 Eagle Drive Bensenville, IL 60106 greg.swon@amtab.com 630-301-7600
8	Proposer's primary contact for this proposal (name, title, address, email address & phone):	Greg Swon - Accounting Manager AmTab Manufacturing Corporation 600 Eagle Drive Bensenville, IL 60106 greg.swon@amtab.com 630-301-7600
9	Proposer's other contacts for this proposal, if any (name, title, address, email address & phone):	AmTab Manufacturing Corporation does not have any other contact to list.

Table 2: Company Information and Financial Strength

Line Item	Question	Response *
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10	Provide a brief history of your company, including your company's core values, business philosophy, and industry longevity related to the requested equipment, products or services.	<p>AmTab has been creating modern, popular, and fun learning environments since 1958. We take great pride in positively impacting student's daily life by helping their educational experience. AmTab builds partnerships with our end users that last a lifetime.</p> <p>The AmTab manufacturing facility is over 300,00 sq ft and caters to a robust team of employees. Our location is in Bensenville, Illinois just outside of Chicago. Our warehouse consists of products that are waiting to be shipped out as well as new creations being tested within our facility.</p> <p>At AmTab, we always go above and beyond for our end users and dealers. We believe in building partnerships and products that exceed industry expectations. Partnering with AmTab will ensure your project will have the highest quality products and best customer service in the marketplace.</p> <p>American Made Often times, products and materials are not produced in the USA because margins are the driving force. That is not the case at AmTab. At AmTab the driving force is YOU. All of AmTab's products and materials are 100% made and produced in the USA. We don't cut any corners in the name of quality and that has been one of the cornerstones of the AmTab culture. End users that partner with AmTab get the highest quality products that are unmatched in the industry.</p> <p>Minority Owned AmTab is a family and minority owned business. The company has been led by Doss Samikkannu and his two sons Steve and Jason. The entire AmTab team has a blue collar, Midwest working mentality that exuberates from the top all the way to the bottom of the company.</p> <p>Award Winning Line Our quality at AmTab is one of the most important components of our identity. We cut no corners when it comes to supplying our partners with the best furniture and design work the market has to offer. We pride ourselves on being the industry leader in providing K-12, Higher-Education and Hospitality with the finest product line in the market. We have won countless awards that are a symbol of our quality in the eyes of end users.</p> <p>Uniqueness Upgrading your furniture or re-designing your school plays an important part in creating an environment that students want to be a part of. At AmTab we are proud to say with the help of our furniture line and design work we are able to create real change and see improvements in different areas of the school such as:</p> <ul style="list-style-type: none"> • 15% - 25% increase in student participation in nutrition programs • School Revenues increase • Reduce Waiting Times <p>AmTab also has the most color options in the industry, all products are fully mobile, high-powered gas cylinder in our tables, high-pressure lamination on top and bottom of our tables, 400 lb. weight capacity stool, largest stool seating size above industry standards and many other differentiating factors that make AmTab one of a kind.</p> <p>Control Supply Chain As a supplier, AmTab is in a unique position of controlling the entire supply chain. Being able to manufacture, design, and furnish all our products locally puts us in a great position in the marketplace. A big advantage is being able to make the adjustments that our customers want. Since we make the products at our facility, we can make sure that the customer's order is exactly how they want it to be. Another AmTab staple is that our products are 100% American made. All our materials are of the highest quality and sourced locally. We don't cut corners when it comes to quality and we ensure that all our products will exceed the marketplace's expectation. Combining our fantastic product line with our talented graphic and interior design team, we are able to increase student participation, increase revenue, improve retention of students and staff, and increase school spirit.</p>
11	What are your company's expectations in the event of an award?	AmTab's expectations if granted the award, would be a forecasted 33% increase in all combined markets. Utilizing our extensive dealer network, strong sales team, and combining that with the Sourcewell contract it would result in great success for both parties.
12	Demonstrate your financial strength and stability with meaningful data. This could include such items as financial statements, SEC filings, credit and bond ratings, letters of credit, and detailed reference letters. Upload supporting documents (as applicable) in the document upload section of your response.	Included in the Documents Section is a bank letter and AmTab's most recent summary balance sheet and financial statement. AmTab is a very financially sound and privately owned organization who continues to show growth year over year.

13	What is your US market share for the solutions that you are proposing?	AmTab's US market share for our solutions we are proposing: - K12 Dining Commons furniture: 75% market share - Signage Graphics Decor:2% - K12 Music & Performance: 2% - K12 Science Rooms: 2%	*
14	What is your Canadian market share for the solutions that you are proposing?	AmTab's share on the Canadian market is around 3%.	*
15	Has your business ever petitioned for bankruptcy protection? If so, explain in detail.	AmTab Manufacturing Corporation has never petitioned for bankruptcy protection.	*
16	How is your organization best described: is it a manufacturer, a distributor/dealer/reseller, or a service provider? Answer whichever question (either a) or b) just below) best applies to your organization. a) If your company is best described as a distributor/dealer/reseller (or similar entity), provide your written authorization to act as a distributor/dealer/reseller for the manufacturer of the products proposed in this RFP. If applicable, is your dealer network independent or company owned? b) If your company is best described as a manufacturer or service provider, describe your relationship with your sales and service force and with your dealer network in delivering the products and services proposed in this RFP. Are these individuals your employees, or the employees of a third party?	AmTab Manufacturing is best described as a manufacturer who creates modern, popular, and fun environments. AmTab has six educational partnership managers that consist of different regions: Northeast, Southeast, Midwest, Pacific Northwest, Great Plains, California / Hawaii and International. Each educational partnership manager has received extensive training through AmTab's own program as well as outside classes sponsored by AmTab. On top of being the top provider for manufacturing state of the art furniture, we have developed the incredible ability to utilize our design capabilities. AmTab holds a robust 25 designers who works with dealers and end users to create beautiful spaces for our customers. Having a large amount of designers allows us to get designs to our clients ahead of schedule. Outside of our own sales force we have over 500 dealers across the U.S. and International. We have a great relationship with all our dealer partners. We invite them over to our facility for training and help them develop great partnerships with our team members. We also equip them with the proper marketing collateral which helps them when talking with end-users.	*
17	If applicable, provide a detailed explanation outlining the licenses and certifications that are both required to be held, and actually held, by your organization (including third parties and subcontractors that you use) in pursuit of the business contemplated by this RFP.	AmTab Manufacturing is MAS Green Certified as well as UL Certified.	*
18	Provide all "Suspension or Debarment" information that has applied to your organization during the past ten years.	AmTab Manufacturing Corporation has never had any suspension or debarment instances.	*

Table 3: Industry Recognition & Marketplace Success

Line Item	Question	Response *
19	Describe any relevant industry awards or recognition that your company has received in the past five years	AmTab was voted by school nutrition professionals across the country for having the best food court furniture. The award was conducted by NxtGen Network.
20	What percentage of your sales are to the governmental sector in the past three years	5%
21	What percentage of your sales are to the education sector in the past three years	90%
22	List any state, provincial, or cooperative purchasing contracts that you hold. What is the annual sales volume for each of these contracts over the past three years?	PCA 2021 - \$102,587 2022 - \$77,020 2023 YTD - \$41,162 AEPA 2021 - \$0 2022 - \$360,000 2023 YTD - \$240,000 TIPS 2021 - \$618,912 2022 - \$473,700 2023 YTD - \$682,183 OMNIA 2021 - \$255,113 2022 - \$303,915 2023 YTD - \$140,743
23	List any GSA contracts or Standing Offers and Supply Arrangements (SOSA) that you hold. What is the annual sales volume for each of these contracts over the past three years?	AmTab Manufacturing Corporation does not currently hold a GSA or SOSA contract.

Table 4: References/Testimonials

Line Item 24. Supply reference information from three customers who are eligible to be Sourcewell participating entities.

Entity Name *	Contact Name *	Phone Number *
Mercer County Schools	Chris Minor	(859) 733-7200, ext. 1506
Kern High School District	Jennider Davis	(661) 827-3190
Hardee County Schools	LaCheron Conway	863-773-9058 Ext:1206
Andalusia City Schools	Shan Burkhardt	334-222-6379
Community Unit School District 200	Kevin Weisenberger	630.393.9690

Table 5: Top Five Government or Education Customers

Line Item 25. Provide a list of your top five government, education, or non-profit customers (entity name is optional), including entity type, the state or province the entity is located in, scope of the project(s), size of transaction(s), and dollar volumes from the past three years.

Entity Name	Entity Type *	State / Province *	Scope of Work *	Size of Transactions *	Dollar Volume Past Three Years *	
Chicago Public Schools	Education	Illinois - IL	20 school cafeterias - design, graphics, furnishings, installation	\$26,591.05	\$531,820.90	*
Kern County School District	Education	California - CA	8 school cafeterias - design, graphics, furnishings, installation	\$60,824.10	\$486,592.76	*
Clayton County School District	Education	Georgia - GA	12 school cafeterias - design, graphics, furnishings, installation	\$90,366.15	\$1,084,393.75	*
Hillsborough County School District	Education	Florida - FL	21 school cafeterias - design, graphics, furnishings, installation	\$51,840.48	\$1,088,649.40	*
Duval County School District	Education	Florida - FL	40 school cafeterias - design, graphics, furnishings, installation	\$92,679.51	\$3,707,180.3	*

Table 6: Ability to Sell and Deliver Service

Describe your company's capability to meet the needs of Sourcewell participating entities across the US and Canada, as applicable. Your response should address in detail at least the following areas: locations of your network of sales and service providers, the number of workers (full-time equivalents) involved in each sector, whether these workers are your direct employees (or employees of a third party), and any overlap between the sales and service functions.

Line Item	Question	Response *
26	Sales force.	AmTab has two General Managers, one of which who oversees AmTab's entire sales operation. We then have six regional sales manager's (Northeast, Southeast, South, Midwest, Pacific Northwest and CA), Hospitality Manager and A&D Manager. These representatives along with our extensive dealer network are able to service the entire country.
27	Dealer network or other distribution methods.	AmTab has a very extensive, but selective dealer network. We only use dealers who know our products and can best represent our company. Our dealers are located throughout the United States and Canada so that we can fully provide sales, delivery, installation and service wherever it is needed.
28	Service force.	AmTab employees and its dealers have extensive knowledge of our products. If there is ever a customer in need of training, demonstrations or any services either someone from AmTab's team or its dealers team will be available.
29	Describe the ordering process. If orders will be handled by distributors, dealers or others, explain the respective roles of the Proposer and others.	AmTab allows for orders to be placed directly with our company or with one of our dealers. A PO is required and is usually received by email. Our Order Entry Team will enter the order and follow up with the customer if there are any questions regarding customizations, colors, sizes, models, etc. A sales order acknowledgement will be sent within 24 hours to confirm the order details.
30	Describe in detail the process and procedure of your customer service program, if applicable. Include your response-time capabilities and commitments, as well as any incentives that help your providers meet your stated service goals or promises.	AmTab has three sections to its Customer Service Team. Our Quotes Team, Order Entry Team and Client Services Team. Our Quotes Team helps our customers with the beginning phase of an order. They will help customize and put together a design package and pricing for what they need. Quotes are usually given within 24 hours, however, depending on the size of the project and if pictures are needed it can take up to two weeks. Once a PO is received it is entered by our Order Entry Team. The Order Entry Team makes sure that all colors, sizes, customizations, etc. are chosen and will send an order acknowledgement within 24 hours. They will then work with our operations team to produce the order. Lastly our Client Services Team provides tracking and delivery information and can answer any questions and provide any product details. Our team and our dealers will work hand in hand with a customer from the start of a project to the very end so that they have a great experience.
31	Describe your ability and willingness to provide your products and services to Sourcewell participating entities in the United States.	AmTab is able and willing to provide our products and services to all participating entities in the United States. Our vast dealer network and extensive freight carrier partnerships allow us the ability to be able to reach all customers.
32	Describe your ability and willingness to provide your products and services to Sourcewell participating entities in Canada.	AmTab is able and willing to provide our products and services to all participating entities in Canada. Our vast dealer network and extensive freight carrier partnerships allow us the ability to be able to reach all customers.
33	Identify any geographic areas of the United States or Canada that you will NOT be fully serving through the proposed contract.	AmTab can service all geographic areas in the United States and Canada.
34	Identify any Sourcewell participating entity sectors (i.e., government, education, not-for-profit) that you will NOT be fully serving through the proposed contract. Explain in detail. For example, does your company have only a regional presence, or do other cooperative purchasing contracts limit your ability to promote another contract?	AmTab can service all Sourcewell participating entity sectors.
35	Define any specific contract requirements or restrictions that would apply to our participating entities in Hawaii and Alaska and in US Territories.	There are no restrictions for Hawaii, Alaska and US Territories outside of potential additional packaging and freight charges due to the requested delivery location.

Table 7: Marketing Plan

Line Item	Question	Response *
36	Describe your marketing strategy for promoting this contract opportunity. Upload representative samples of your marketing materials (if applicable) in the document upload section of your response.	<p>AmTab has a wide range of different marketing initiatives that will help effectively promote this contract.</p> <ol style="list-style-type: none"> 1. Trade Shows AmTab attends both national and regional shows throughout the year. Most notably, School Nutrition Association national show, LearningScapes, and EDspaces. Those major national shows feature end users, as well as dealers. When attending these shows we would be sure our sales team knows to push this contract and let the end users attending know we were awarded said contract as well as the benefits of the contract. 2. Email Marketing AmTab has an extensive email marketing list that we use to send out to end users and dealers alike. We would utilize this contract in every campaign we send out. In all our campaigns we have a section reserved for highlighting either something new about AmTab, or something of benefit for our end users or dealers. The Sourcewell logo would go in every contract and would highlight the benefits to our audience. 3. Hosted Events AmTab has a multitude of different events at AmTab in order to cultivate a great partnership with both end users and dealers. In these factory tours we have breakout sessions where we talk about different initiatives that are beneficial to our clients. In those sessions we would highlight the Sourcewell contract. 4. Training All AmTab sales force in addition to our extensive dealer network will be trained on the benefits of the contract. 5. Marketing Collateral We will have individual Sourcewell dedicated brochures that we will bring to all our tradeshow as well as send out to our dealer network. We will also have a dedicated landing page for the Sourcewell brochure that people can see that we are an awarded vendor, if approved.
37	Describe your use of technology and digital data (e.g., social media, metadata usage) to enhance marketing effectiveness.	AmTab is active on LinkedIn, Facebook, Instagram, Twitter, YouTube, and Pinterest. We post weekly across the above platforms to highlight our before / after photos, advantages of AmTab, case studies, testimonials, and videos of completed projects. On the website, we are using meta keywords, meta description as well as tags to get our digital footprint more easily findable for end users.
38	In your view, what is Sourcewell's role in promoting contracts arising out of this RFP? How will you integrate a Sourcewell-awarded contract into your sales process?	Sourcewell's role in promoting contracts is to help equip the AmTab team with the general knowledge of the contract as well tips to best promote this contract to the Sourcewell members. We would integrate the awarded Sourcewell contract in a variety of different ways. In all our sales training meetings with our dealers, in our meetings with end-users at our factory as well as trade shows we will promote the contract and the benefits. On top of that, we will include the Sourcewell branding on all marketing collateral and have a dedicated Sourcewell brochure that we will bring to all shows and send to our dealers.
39	Are your products or services available through an e-procurement ordering process? If so, describe your e-procurement system and how governmental and educational customers have used it.	No

Table 8: Value-Added Attributes

Line Item	Question	Response *
40	Describe any product, equipment, maintenance, or operator training programs that you offer to Sourcewell participating entities. Include details, such as whether training is standard or optional, who provides training, and any costs that apply.	AmTab works side-by-side with end users in order for them to get the most out of their equipment. When installations are complete, our install team works with the custodians to train them on the various functions of the product (opening / closing / cleaning). After that process, we have dedicated videos of the specific furniture that they received and end users can rewatch the training videos. Training videos are also found on a dedicated page that can only be accessed by end users who partner with AmTab. Training is always standard and necessary for the end users. Training is 100% free as well. We offer training sessions at our facility where we will hand out certificates for completion.
41	Describe any technological advances that your proposed products or services offer.	AmTab is the leader in providing state-of-the-art learning environments for students. Over the recent years there has been an increase in technology for students in schools. Majority of our tables come equipped with power charging stations. Our high-speed cylinder operating mechanisms make for opening and closing easy and safe which is ahead of the industry using standard torsion bars. Our wheels and casters are also non-marring, double ball bearing and 4" in diameter which are all the gold standard in the industry.
42	Describe any "green" initiatives that relate to your company or to your products or services, and include a list of the certifying agency for each.	AmTab is both UL certified and MAS Green Certified. We use sustainable materials, recycled metal, wood, and laminates are all a part of our green initiatives. Our paint system is also non-hazardous.
43	Identify any third-party issued eco-labels, ratings or certifications that your company has received for the equipment or products included in your Proposal related to energy efficiency or conservation, life-cycle design (cradle-to-cradle), or other green/sustainability factors.	AmTab holds the following certifications: - Mas Green Certified - UL
44	Describe any quality management and environmental system certifications attained by your organization (LEED, Greenguard Indoor Air Quality, ANSI, BIFMA or others).	AmTab holds the following certifications:
45	Describe any Women or Minority Business Entity (WMBE), Small Business Entity (SBE), or veteran owned business certifications that your company or hub partners have obtained. Upload documentation of certification (as applicable) in the document upload section of your response.	AmTab currently is a member of the National Minority Supplier Development Council.
46	What unique attributes does your company, your products, or your services offer to Sourcewell participating entities? What makes your proposed solutions unique in your industry as it applies to Sourcewell participating entities?	AmTab has many different unique attributes that we would be able to offer to Sourcewell members. The great thing about AmTab is schools see a return on their initial investment based on a few different factors. Modernizing spaces with our furniture in conjunction with our signage, graphics, and décor schools see an increase in school lunch participation. We have conducted case studies where schools have seen anywhere from 25% increase all the way up to 111%. Another unique attribute that is related to investment is our quality. All AmTab products are 100% made and manufactured in the United States which speaks to the highest quality products for Sourcewell members. Members will no longer have to constantly replace or buy new products every 5 to 10 years. AmTab products are not only built to last, but built to create a modern, popular, space that students want to be a part of.

Table 9: Warranty

Describe in detail your manufacturer warranty program, including conditions and requirements to qualify, claims procedure, and overall structure. You may upload representative samples of your warranty materials (if applicable) in the document upload section of your response in addition to responding to the questions below.

Line Item	Question	Response *
47	Do your warranties cover all products, parts, and labor?	Our warranty form has been added to the documents section. All products carry an unlimited lifetime warranty for the first 15 years and a limited lifetime warranty after the first 15 years. This includes all parts and labor.
48	Do your warranties impose usage restrictions or other limitations that adversely affect coverage?	There is a section in our warranty form providing situations where the warranty would not apply. These are standard situations involving abuse or misuse of the products, failure to maintain the products in their original condition, altering or modifying the products, etc.
49	Do your warranties cover the expense of technicians' travel time and mileage to perform warranty repairs?	Yes. As long as the issue is covered by the warranty then these expenses would be covered.
50	Are there any geographic regions of the United States or Canada (as applicable) for which you cannot provide a certified technician to perform warranty repairs? How will Sourcewell participating entities in these regions be provided service for warranty repair?	AmTab will be able to provide a certified technician to perform any warranty repairs in the United States or Canada.
51	Will you cover warranty service for items made by other manufacturers that are part of your proposal, or are these warranties issues typically passed on to the original equipment manufacturer?	Yes. AmTab will cover warranty service for items made by other manufacturers.
52	What are your proposed exchange and return programs and policies?	Exchange and return programs are handled on a case by case basis and a minimum 25% restocking fee will apply. This is due to the potentially high customization of orders. Returns must be initiated within 30 days of delivery. Please contact AmTab Client Services Team for all information and details.
53	Describe any service contract options for the items included in your proposal.	AmTab does not offer any service contract options at this time.

Table 10: Payment Terms and Financing Options

Line Item	Question	Response *
54	Describe your payment terms and accepted payment methods.	Payment Terms are Net 30. Payment methods are Check, Wire or Credit Card (3.5% Fee)
55	Describe any leasing or financing options available for use by educational or governmental entities.	AmTab does not currently offer any leasing or financing options.
56	Describe any standard transaction documents that you propose to use in connection with an awarded contract (order forms, terms and conditions, service level agreements, etc.). Upload a sample of each (as applicable) in the document upload section of your response.	At this time there are no documents outside of the RFP documents that AmTab would like to include.
57	Do you accept the P-card procurement and payment process? If so, is there any additional cost to Sourcewell participating entities for using this process?	AmTab Manufacturing Corporation does accept the P-card procurement and payment process and there is a 3.5% additional cost to Sourcewell participating entities for using this process.

Table 11: Pricing and Delivery

Provide detailed pricing information in the questions that follow below. Keep in mind that reasonable price and product adjustments can be made during the term of an awarded Contract as described in the RFP, the template Contract, and the Sourcwell Price and Product Change Request Form.

Line Item	Question	Response *
58	Describe your pricing model (e.g., line-item discounts or product-category discounts). Provide detailed pricing data (including standard or list pricing and the Sourcwell discounted price) on all of the items that you want Sourcwell to consider as part of your RFP response. If applicable, provide a SKU for each item in your proposal. Upload your pricing materials (if applicable) in the document upload section of your response.	<p>AmTab's price list has been submitted in the Documents section. Our pricing model is a discount percentage off of list price and includes delivery & installation to the 48 Contiguous United States. The pricing offered is AmTab's best possible pricing.</p> <p>Exceptions to the Delivered & Installed pricing are Alaska, Hawaii and outside of the United States due to the distance and shipping requirements. This includes additional packaging, freight expense, duties, etc. and these prices will therefore need to be calculated on a case by case basis.</p> <p>Additional discounts can be offered based on various situations and will also be calculated on a case by case basis.</p>
59	Quantify the pricing discount represented by the pricing proposal in this response. For example, if the pricing in your response represents a percentage discount from MSRP or list, state the percentage or percentage range.	AmTab offers a 40% discount off of its entire price list and this pricing includes delivery & installation to the 48 Contiguous United States. Additional discounts can be offered based on various situations and will also be calculated on a case by case basis.
60	Describe any quantity or volume discounts or rebate programs that you offer.	Additional discounts can be offered based on various situations including order volume, products ordered, location, etc. and will also be calculated on a case by case basis.
61	Propose a method of facilitating "sourced" products or related services, which may be referred to as "open market" items or "nonstandard options". For example, you may supply such items "at cost" or "at cost plus a percentage," or you may supply a quote for each such request.	"Sourced" products, "open market" items and "nonstandard options" will be available. Any good or service outside of the contract or not currently listed will identified in any contract quote that is provided to a Sourcwell member and can be negotiated before an order is placed. This will help facilitate orders up front.
62	Identify any element of the total cost of acquisition that is NOT included in the pricing submitted with your response. This includes all additional charges associated with a purchase that are not directly identified as freight or shipping charges. For example, list costs for items like pre-delivery inspection, installation, set up, mandatory training, or initial inspection. Identify any parties that impose such costs and their relationship to the Proposer.	AmTab's proposed pricing will include delivery and installation to the 48 Contiguous United States. Most other services including things like design work will be listed separate in the price list. If anything is not addressed or falls outside of the normal goods and services it can be negotiated before an order is submitted.
63	If freight, delivery, or shipping is an additional cost to the Sourcwell participating entity, describe in detail the complete freight, shipping, and delivery program.	<p>AmTab has submitted discount pricing that includes delivery and installation to the 48 Contiguous United States.</p> <p>Exceptions to the Delivered & Installed pricing are Alaska, Hawaii and outside of the United States due to the distance and shipping requirements. This includes additional packaging, freight expense, duties, etc. and these prices will therefore need to be calculated on a case by case basis.</p> <p>AmTab has partnered with a good number of LTL and Full Truck carriers who we have done business with for years. These carriers can handle our products well and can deliver anywhere.</p>
64	Specifically describe freight, shipping, and delivery terms or programs available for Alaska, Hawaii, Canada, or any offshore delivery.	The freight, shipping and delivery terms for Alaska, Hawaii and outside of the United States will need to be handled differently due to the distance and shipping requirements. This includes additional packaging, freight expense, duties, etc. and these prices will therefore need to be calculated on a case by case basis.
65	Describe any unique distribution and/or delivery methods or options offered in your proposal.	AmTab has partnered with a good number of LTL and Full Truck carriers who we have done business with for years. These carriers can handle our products well and can deliver anywhere. Delivery can include tailgate, ramp, inside delivery or whatever the customer needs.

Table 12: Pricing Offered

Line Item	The Pricing Offered in this Proposal is: *	Comments
66	b. the same as the Proposer typically offers to GPOs, cooperative procurement organizations, or state purchasing departments.	

Table 13: Audit and Administrative Fee

Line Item	Question	Response *
67	Specifically describe any self-audit process or program that you plan to employ to verify compliance with your proposed Contract with Sourcewell. This process includes ensuring that Sourcewell participating entities obtain the proper pricing, that the Vendor reports all sales under the Contract each quarter, and that the Vendor remits the proper administrative fee to Sourcewell. Provide sufficient detail to support your ability to report quarterly sales to Sourcewell as described in the Contract template.	AmTab will meet with its sales team to go over the terms and pricing of this contract so that all dealers and customers are notified that this contract is available and that information will be readily available. AmTab's Customer Service Team will also be notified of this contract. Any orders placed through this contract will be coded in our system and tracked. AmTab's Contract Specialist (Greg Swon) will perform monthly audits on its sales to make sure that all contract orders are recorded for reporting. Each quarter a report will be submitted and a check sent for the administrative fee.
68	If you are awarded a contract, provide a few examples of internal metrics that will be tracked to measure whether you are having success with the contract.	AmTab will be able to keep track of Sourcewell orders by coding them in our ERP system. We will be able to see these sales as a percentage of our total sales and be able to compare this data to some of our other contracts to see our success.
69	Identify a proposed administrative fee that you will pay to Sourcewell for facilitating, managing, and promoting the Sourcewell Contract in the event that you are awarded a Contract. This fee is typically calculated as a percentage of Vendor's sales under the Contract or as a per-unit fee; it is not a line-item addition to the Member's cost of goods. (See the RFP and template Contract for additional details.)	AmTab proposes a 2% administration fee on the sales of all Sourcewell member orders. This is in line with our other contract administrative fees.

Table 14A: Depth and Breadth of Offered Equipment Products and Services

Line Item	Question	Response *
70	Provide a detailed description of the equipment, products, and services that you are offering in your proposal.	AmTab has a wide range of different products and services that we would be offering to Sourcewell members. At AmTab we take great pride in modernizing all spaces within learning environments ranging from food courts, classrooms, music and performance center, gymnasium, and conference rooms. We have the most food court furniture options in the industry that range from wave tables, rectangle tables, round tables, bench tables, stool tables, high-top seating, booth tables, buffet tables, receptacles, condiment cabinets and more. From room to room in learning environments, AmTab offers a wide array of collaborative learning desks, e-sports tables and seating, science and makerspace tables, wheelchair accessible tables, sit 2 stand desks and lecterns, collaborative learning tables, teacher desks, whiteboard tables and more. Modernizing your music and performance center has never been easier with the help of AmTab vast product offerings. Select from music and conductor chairs, podiums, riser sets, stage ramps, stands, lecterns, and portable stages and risers. AmTab has furnished conference rooms and hospitality spaces across the country. We have products that include conference tables, heavy-duty folding tables, particleboard, plywood core and stained and sealed tables. Support, style, and comfort are three important attributes when it comes to deciding on seating options. At AmTab we offer soft seating packages, cafe and folding chairs, montessori chairs, stackable chairs, stools, task chairs, tall chairs, classroom chairs, and many more options for members to select from. A huge differentiator for AmTab is our signage, graphics, and decor that modernizes space with beautiful designs that help environments come alive with signs and banners, word walls, exterior decor, design packages, and interior graphics and signage.
71	Within this RFP category there may be subcategories of solutions. List subcategory titles that best describe your products and services.	Dining Tables & Booths - Eating Counters and Column Wraps - Booth Systems - Mobile E-Z Tilt Tables - Mobile Bench Tables - Mobile Stool Tables

- Mobile Stool and Bench Tables
 - Mobile Shape Tables
 - Mobile Conversation Tables
 - Social Tables
 - Receptacles, Condiment Cabinets, and Partitions
 - Mobile Buffet Tables
- Classroom Tables & Desks
- Computer and Technology Tables
 - Collaborative Learning Desks
 - Collaborative Learning Tables
 - E-Sports
 - Science Lab Tables
 - Sit 2 Stand Lecterns
 - Utility Tables
 - Wheelchair Accessible and Activity Tables
 - Makerspace Tables
 - Teacher Desks
 - Whiteboard and Markerboard Tables
- Music and Performance
- Chair and Stage Carts
 - Music and Conductor Chairs
 - Podiums
 - Riser Sets
 - Stage Ramps
 - Stage Sets
 - Stands
 - Lecterns
 - Portable Stages and Risers
 - Stage and Riser Accessories
- Seating Concepts
- Soft Seating
- Cafe and Folding Chairs
- Cantilever Chairs
 - Ergo Engage Chairs
 - Essential Chairs and Seats
 - Montessori Chairs
 - Soft Seat Tables and Steps
 - Stack Chairs
 - Stools
 - Tall and Stack Chairs
 - Chair Carts
 - Task Chairs
- Conference and Training Tables
- Conference Tables
 - Dynalite Folding Tables
 - Folding Benches
 - Particleboard Core Tables
 - Plywood Core Tables
 - Plywood Stained and Sealed Tables
 - Training Tables
- Signage, Graphics, Decor
- Banners
 - Signs and Banners
 - School Nutrition
 - Word Wall
 - Original Content Graphics Design and Development
 - Physical Distancing
 - Signage, Graphics, and Decor
 - Interior Signage Package
 - Interior Decor Package
 - Interior Signage
 - Interior Decor
 - Dining Commons and Food Court Decor
 - Learning Environment Decor
 - Exterior Decor
 - Design Packages

*

Table 14B: Depth and Breadth of Offered Equipment Products and Services

Indicate below if the listed types or classes of equipment, products, and services are offered within your proposal. Provide additional comments in the text box provided, as necessary.

Line Item	Category or Type	Offered *	Comments	
72	Desks and workstations (stationary, sit-to-stand, control and dispatch consoles, charging stations)	<input checked="" type="radio"/> Yes <input type="radio"/> No	AmTab currently offers these types of products	*
73	Chairs	<input checked="" type="radio"/> Yes <input type="radio"/> No	AmTab currently offers these types of products	*
74	Tables	<input checked="" type="radio"/> Yes <input type="radio"/> No	AmTab currently offers these types of products	*
75	Modular and demountable walls	<input type="radio"/> Yes <input checked="" type="radio"/> No	AmTab does not currently offer these types of products	*
76	Cubicles	<input type="radio"/> Yes <input checked="" type="radio"/> No	AmTab does not currently offer these types of products	*
77	Patio or outdoor	<input checked="" type="radio"/> Yes <input type="radio"/> No	AmTab currently offers these types of products	*
78	Seating (benches, fixed stools, ottomans, integrated power systems)	<input checked="" type="radio"/> Yes <input type="radio"/> No	AmTab currently offers these types of products	*
79	Casegoods	<input type="radio"/> Yes <input checked="" type="radio"/> No	AmTab does not currently offer these types of products	*
80	Residential hall furnishings	<input type="radio"/> Yes <input checked="" type="radio"/> No	AmTab does not currently offer these types of products	*
81	Related services including rental, design, space planning, installation, assembly, safety inspection, repair, renovation, refurbishment, re-manufacture, retrofit or recycling services to the offering above; and	<input checked="" type="radio"/> Yes <input type="radio"/> No	AmTab currently offers these types of products	*
82	Proposers may also include related storage and technology integrated furniture solutions, ergonomic solutions and accessories, workspace systems and accessories to the extent that the offering is ancillary or complementary to an offering of Furniture Solutions as described in Lines 72-81 above.	<input type="radio"/> Yes <input checked="" type="radio"/> No	AmTab does not currently offer these types of products	*

Table 15: Exceptions to Terms, Conditions, or Specifications Form

Line Item 83. NOTICE: To identify any exception, or to request any modification, to Sourcewell standard Contract terms, conditions, or specifications, a Proposer must submit the proposed exception(s) or requested modification(s) via redline in the Contract Template provided in the "Bid Documents" section. Proposer must upload the redline in the "Requested Exceptions" upload field. All exceptions and/or proposed modifications are subject to review and approval by Sourcewell and will not automatically be included in the Contract.

Do you have exceptions or modifications to propose?	Acknowledgement *
	<input type="radio"/> Yes <input checked="" type="radio"/> No

Documents

Ensure your submission document(s) conforms to the following:

1. Documents in PDF format are preferred. Documents in Word, Excel, or compatible formats may also be provided.
2. Documents should NOT have a security password, as Sourcewell may not be able to open the file. It is your sole responsibility to ensure that the uploaded document(s) are not either defective, corrupted or blank and that the documents can be opened and viewed by Sourcewell.
3. Sourcewell may reject any response where any document(s) cannot be opened and viewed by Sourcewell.
4. If you need to upload more than one (1) document for a single item, you should combine the documents into one zipped file. If the zipped file contains more than one (1) document, ensure each document is named, in relation to the submission format item responding

to. For example, if responding to the Marketing Plan category save the document as “Marketing Plan.”

- [Pricing](#) - AmTab Price List.xlsx - Wednesday September 13, 2023 08:47:48
- [Financial Strength and Stability](#) - AmTab Financial Strength & Stability.pdf - Friday August 25, 2023 11:39:59
- [Marketing Plan/Samples](#) - AmTab Brochures & Catalog.pdf - Thursday August 24, 2023 12:56:15
- [WMBE/MBE/SBE or Related Certificates](#) - 12 AmTab MBE Certificate.pdf - Thursday August 24, 2023 10:04:33
- [Warranty Information](#) - 9 AmTab Warranty.pdf - Thursday August 24, 2023 10:03:56
- Standard Transaction Document Samples (optional)
- [Requested Exceptions](#) - AmTab - Sourcewell RFP 091423 Confidentiality Request.pdf - Wednesday September 13, 2023 08:38:30
- [Upload Additional Document](#) - AmTab Additional Documents.pdf - Tuesday September 12, 2023 16:09:55

Addenda, Terms and Conditions

PROPOSER AFFIDAVIT AND ASSURANCE OF COMPLIANCE

I certify that I am the authorized representative of the Proposer submitting the foregoing Proposal with the legal authority to bind the Proposer to this Affidavit and Assurance of Compliance:

1. The Proposer is submitting this Proposal under its full and complete legal name, and the Proposer legally exists in good standing in the jurisdiction of its residence.
2. The Proposer warrants that the information provided in this Proposal is true, correct, and reliable for purposes of evaluation for contract award.
3. The Proposer, including any person assisting with the creation of this Proposal, has arrived at this Proposal independently and the Proposal has been created without colluding with any other person, company, or parties that have or will submit a proposal under this solicitation; and the Proposal has in all respects been created fairly without any fraud or dishonesty. The Proposer has not directly or indirectly entered into any agreement or arrangement with any person or business in an effort to influence any part of this solicitation or operations of a resulting contract; and the Proposer has not taken any action in restraint of free trade or competitiveness in connection with this solicitation. Additionally, if Proposer has worked with a consultant on the Proposal, the consultant (an individual or a company) has not assisted any other entity that has submitted or will submit a proposal for this solicitation.
4. To the best of its knowledge and belief, and except as otherwise disclosed in the Proposal, there are no relevant facts or circumstances which could give rise to an organizational conflict of interest. An organizational conflict of interest exists when a vendor has an unfair competitive advantage or the vendor's objectivity in performing the contract is, or might be, impaired.
5. The contents of the Proposal have not been communicated by the Proposer or its employees or agents to any person not an employee or legally authorized agent of the Proposer and will not be communicated to any such persons prior to Due Date of this solicitation.
6. If awarded a contract, the Proposer will provide to Sourcewell Participating Entities the equipment, products, and services in accordance with the terms, conditions, and scope of a resulting contract.
7. The Proposer possesses, or will possess before delivering any equipment, products, or services, all applicable licenses or certifications necessary to deliver such equipment, products, or services under any resulting contract.
8. The Proposer agrees to deliver equipment, products, and services through valid contracts, purchase orders, or means that are acceptable to Sourcewell Members. Unless otherwise agreed to, the Proposer must provide only new and first-quality products and related services to Sourcewell Members under an awarded Contract.
9. The Proposer will comply with all applicable provisions of federal, state, and local laws, regulations, rules, and orders.
10. The Proposer understands that Sourcewell will reject RFP proposals that are marked "confidential" (or "nonpublic," etc.), either substantially or in their entirety. Under Minnesota Statutes Section 13.591, subdivision 4, all proposals are considered nonpublic data until the evaluation is complete and a Contract is awarded. At that point, proposals become public data. Minnesota Statutes Section 13.37 permits only certain narrowly defined data to be considered a "trade secret," and thus nonpublic data under Minnesota's Data Practices Act.
11. Proposer its employees, agents, and subcontractors are not:
 1. Included on the "Specially Designated Nationals and Blocked Persons" list maintained by the Office of Foreign Assets Control of the United States Department of the Treasury found at: <https://www.treasury.gov/ofac/downloads/sdnlist.pdf>;
 2. Included on the government-wide exclusions lists in the United States System for Award Management found at: <https://sam.gov/SAM/>; or
 3. Presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated

by the State of Minnesota; the United States federal government or the Canadian government, as applicable; or any Participating Entity. Vendor certifies and warrants that neither it nor its principals have been convicted of a criminal offense related to the subject matter of this solicitation.

By checking this box I acknowledge that I am bound by the terms of the Proposer's Affidavit, have the legal authority to submit this Proposal on behalf of the Proposer, and that this electronic acknowledgment has the same legal effect, validity, and enforceability as if I had hand signed the Proposal. This signature will not be denied such legal effect, validity, or enforceability solely because an electronic signature or electronic record was used in its formation. - Greg Swon, Accounting Manager, AmTab Manufacturing Corporation

The Proposer declares that there is an actual or potential Conflict of Interest relating to the preparation of its submission, and/or the Proposer foresees an actual or potential Conflict of Interest in performing the contractual obligations contemplated in the bid.

Yes No

The Bidder acknowledges and agrees that the addendum/addenda below form part of the Bid Document.

Check the box in the column "I have reviewed this addendum" below to acknowledge each of the addenda.

File Name	I have reviewed the below addendum and attachments (if applicable)	Pages
Addendum_4_Furniture_Solutions_RFP_091423 Tue September 5 2023 03:34 PM	<input checked="" type="checkbox"/>	2
Addendum_3_Furniture_Solutions_RFP_091423 Thu August 31 2023 12:47 PM	<input checked="" type="checkbox"/>	5
Addendum_2_Furniture_Solutions_RFP_091423 Tue August 29 2023 02:17 PM	<input checked="" type="checkbox"/>	2
Addendum_1_Furniture_Solutions_RFP_091423 Fri August 18 2023 11:06 AM	<input checked="" type="checkbox"/>	2



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

ROBYN ODELL,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PHLP074	2/14/2025	HP 14 CHROME	1859067	\$244,436.88

IMPORTANT - PLEASE READ

Fees applied to item(s): 7774430

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HP Fortis G11 14" Touchscreen Chromebook - HD - Intel N-Series N100 - 8 GB Mfg. Part#: 9R3K2UT#ABA Contract: Sourcewell 121923 CDWG-Chromebook (121923)	500	7774430	\$369.00	\$184,500.00
Google Chrome Education Upgrade Mfg. Part#: CROS-SW-DIS-EDU-NEW Electronic distribution - NO MEDIA Contract: Sourcewell 121923 CDWG-Chromebook (121923)	500	5988499	\$33.00	\$16,500.00
MAXCases Shell-F2 Slide Case for Fortis 14" G10 and G11 Chromebook - Gray Mfg. Part#: HPESFFG11GRY Contract: Sourcewell 121923-CDWG Tech Catalog (121923)	500	7857396	\$27.50	\$13,750.00
CDWG EDU White Glove Service for Chromebooks and Chrome OS Devices T1 Mfg. Part#: CDWCHROMEOS SVC1 UNSPSC: 43232401 This is a placeholder SKU for EKC white glove services, asset tagging and delivery. Contract: Sourcewell 121923-CDWG Tech Catalog (121923)	500	3254461	\$12.75	\$6,375.00

RECYCLING FEE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
RECYCLING FEE 4" TO LESS THAN 15" Fee Applied to Item: 7774430	500	654809	\$4.00	\$2,000.00

Piggybacked from Sourcewell Contract #121923-CDWG Tech Catalog, attached to and herein incorporated.

Authorized Signature

Gary K. Lym, President of the Board of Education

Date

SUBTOTAL \$221,125.00

SHIPPING \$0.00

RECYCLING FEE \$2,000.00

SALES TAX \$21,311.88

GRAND TOTAL **\$244,436.88**

PURCHASER BILLING INFO

Billing Address:

ALAMEDA UNIFIED SCHOOL DISTRICT
ACCTS PAYABLE
2060 CHALLENGER DR
ALAMEDA, CA 94501-1037
Phone: (510) 337-7066

Payment Terms: NET 30 Days-Govt/Ed

DELIVER TO

Shipping Address:

ALAMEDA UNIFIED SCHOOL DISTRICT
ROBYN ODELL
2060 CHALLENGER DR
ALAMEDA, CA 94501-1037
Phone: (510) 337-7066
Shipping Method: UPS Ground (2-3 days)

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515



Sales Contact Info

Justin Davenport | (866) 246-8136 | justdav@cdwg.com

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For more information, contact a CDW account manager.

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**Solicitation Number: RFP #121923****CONTRACT**

This Contract is between Sourcewell, 202 12th Street Northeast, P.O. Box 219, Staples, MN 56479 (Sourcewell) and CDW Government LLC, 230 N. Milwaukee Avenue, Vernon Hills, IL 60061 (Supplier).

Sourcewell is a State of Minnesota local government unit and service cooperative created under the laws of the State of Minnesota (Minnesota Statutes Section 123A.21) that offers cooperative procurement solutions to government entities. Participation is open to eligible federal, state/province, and municipal governmental entities, higher education, K-12 education, nonprofit, tribal government, and other public entities located in the United States and Canada. Sourcewell issued a public solicitation for Technology Products and Services with Related Solutions from which Supplier was awarded a contract in Category 1.

Supplier desires to contract with Sourcewell to provide equipment, products, or services to Sourcewell and the entities that access Sourcewell's cooperative purchasing contracts (Participating Entities).

1. TERM OF CONTRACT

A. **EFFECTIVE DATE.** This Contract is effective upon the date of the final signature below.

EXPIRATION DATE AND EXTENSION. This Contract expires February 27, 2028, unless it is cancelled sooner pursuant to Article 22. This Contract allows up to three additional one-year extensions upon the request of Sourcewell and written agreement by Supplier. Sourcewell retains the right to consider additional extensions beyond seven years as required under exceptional circumstances.

B. **SURVIVAL OF TERMS.** Notwithstanding any expiration or termination of this Contract, all payment obligations incurred prior to expiration or termination will survive, as will the following: Articles 11 through 14 survive the expiration or cancellation of this Contract. All other rights will cease upon expiration or termination of this Contract.

2. EQUIPMENT, PRODUCTS, OR SERVICES

A. EQUIPMENT, PRODUCTS, OR SERVICES. Supplier will provide the Equipment, Products, or Services as stated in its Proposal submitted under the Solicitation Number listed above. Supplier's Equipment, Products, or Services Proposal (Proposal) is attached and incorporated into this Contract.

All Equipment and Products provided under this Contract must be new and the current model. Supplier may offer close-out or refurbished Equipment or Products if they are clearly indicated in Supplier's product and pricing list. Unless agreed to by the Participating Entities in advance, Equipment or Products must be delivered as operational to the Participating Entity's site.

This Contract offers an indefinite quantity of sales, and while substantial volume is anticipated, sales and sales volume are not guaranteed.

B. WARRANTY.

1. *Product Warranty.* Supplier is not the manufacturer of the Products purchased by Participating Entities hereunder and the only warranties offered are those of the manufacturer, not Supplier or its Affiliates. In purchasing the Products, the Participating Entity relies on the manufacturer's specifications only and not on any statements or images that may be provided by Supplier or its Affiliates. SUPPLIER HEREBY EXPRESSLY DISCLAIMS ALL WARRANTIES EITHER EXPRESS OR IMPLIED RELATED TO PRODUCTS, INCLUDING BUT NOT LIMITED TO ANY WARRANTY OF TITLE ACCURACY, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE, WARRANTY OF NONINFRINGEMENT, OR ANY WARRANTY RELATING TO THIRD PARTY SERVICES. THE DISCLAIMER CONTAINED IN THIS PARAGRAPH DOES NOT AFFECT THE TERMS OF ANY MANUFACTURER'S WARRANTY. Supplier, and its dealers and distributors must agree to assist the Participating Entity in reaching a resolution in any dispute over warranty terms with the manufacturer.

2. *Services Warranty.* Supplier warrants that the Services will be performed in a good and workmanlike manner. Participating Entity's sole and exclusive remedy with respect to this warranty will be at the sole option of Supplier to either (a) use its reasonable commercial efforts to reperform any Services not in substantial compliance with this warranty or (b) refund amounts paid by the Participating Entity related to the portion of the Services not in substantial compliance; provided in each case Participating Entity notifies Supplier in writing within thirty (30) business days after performance of the applicable Services. This warranty is voided if the Services are altered by anyone other than Supplier or any of its affiliates or its or their personnel. Participating Entity shall be solely responsible for reconstructing data (including but not limited to data located on disk files and memories) and software that may be lost or damaged or corrupted during the performance of Services.

3. *Third-Party Services.* Certain services, such as extended warranty service by manufacturers, are sold by Supplier as a distributor or sales agent ("Third Party Services"). In the case of Third-Party Services, the third party will be the party responsible for providing the services to the Participating Entity and the Participating Entity will look solely to the third party for any loss,

claims or damages arising from or related to the provision of such Third-Party Services. Any amounts, including, but not limited to, taxes, associated with Third-Party Services which may be collected by Supplier will be collected solely in the capacity as an independent sales agent.

4. *Cloud Services*. It is acknowledged that Participating Entities are receiving the Cloud Services directly from the Cloud Service Provider pursuant to the Cloud Service Provider's standard terms and conditions, or such other terms as agreed upon by Participating Entities and the Cloud Service Provider ("Cloud Services Terms and Conditions"). Accordingly, it shall consider the Cloud Service Provider to be the contracting party and the Cloud Service Provider shall be the party responsible for providing the Cloud Services to Participating Entities and shall look solely to the Cloud Service Provider for any loss, claims, or damages arising from or related to the provision of such Cloud Services.

C. DEALERS, AND DISTRIBUTORS. Upon Contract execution and throughout the Contract term, Supplier must provide to Sourcewell a current means to validate or authenticate Supplier's authorized dealers, or distributors relative to the Equipment, Products, and Services offered under this Contract, which will be incorporated into this Contract by reference. It is the Supplier's responsibility to ensure Sourcewell receives the most current information.

3. PRICING

All Equipment, Products, or Services under this Contract will be priced at or below the price stated in Supplier's Proposal.

When providing pricing quotes to Participating Entities, all pricing quoted must reflect a Participating Entity's total cost of acquisition. This means that the quoted cost is for delivered Equipment, Products, and Services that are operational for their intended purpose, and includes all costs to the Participating Entity's requested delivery location.

Regardless of the payment method chosen by the Participating Entity, the total cost associated with any purchase option of the Equipment, Products, or Services must always be disclosed in the pricing quote to the applicable Participating Entity at the time of purchase.

A. SHIPPING AND SHIPPING COSTS. All delivered Equipment and Products must be properly packaged. Damaged Equipment and Products may be rejected. If the damage is not readily apparent at the time of delivery, Supplier must permit the Equipment and Products to be returned within a reasonable time at no cost to Sourcewell or its Participating Entities in accordance with Supplier's Return Policy, which is available at: <https://webobjects2.cdw.com/is/content/CDW/cdw/on-domain-ca/help-centre/cdw-global-returns-policy.pdf>. Participating Entities reserve the right to inspect the Equipment and Products at a reasonable time after delivery where circumstances or conditions prevent effective inspection of the Equipment and Products at the time of delivery. In the event of the delivery of nonconforming Equipment and Products, the Participating Entity will notify the Supplier as soon as possible and the Supplier will replace nonconforming Equipment and

Products with conforming Equipment and Products that are acceptable to the Participating Entity.

Supplier must arrange for and pay for the return shipment on Equipment and Products that arrive in a defective or inoperable condition.

Sourcwell may declare the Supplier in breach of this Contract if the Supplier intentionally delivers substandard or inferior Equipment or Products.

B. SALES TAX. Each Participating Entity is responsible for supplying the Supplier with valid tax-exemption certification(s). When ordering, a Participating Entity must indicate if it is a tax-exempt entity.

C. HOT LIST PRICING. At any time during this Contract, Supplier may offer a specific selection of Equipment, Products, or Services at discounts greater than those listed in the Contract. When Supplier determines it will offer Hot List Pricing, it must be submitted electronically to Sourcwell in a line-item format. Equipment, Products, or Services may be added or removed from the Hot List at any time through a Sourcwell Price and Product Change Form as defined in Article 4 below.

Hot List program and pricing may also be used to discount and liquidate close-out and discontinued Equipment and Products as long as those close-out and discontinued items are clearly identified as such. Current ordering process and administrative fees apply. Hot List Pricing must be published and made available to all Participating Entities.

4. PRODUCT AND PRICING CHANGE REQUESTS

Supplier may request Equipment, Product, or Service changes, additions, or deletions at any time. All requests must be made in writing by submitting a signed Sourcwell Price and Product Change Request Form to the assigned Sourcwell Supplier Development Administrator. This approved form is available from the assigned Sourcwell Supplier Development Administrator. At a minimum, the request must:

- Identify the applicable Sourcwell contract number;
- Clearly specify the requested change;
- Provide sufficient detail to justify the requested change;
- Individually list all Equipment, Products, or Services affected by the requested change, along with the requested change (e.g., addition, deletion, price change); and
- Include a complete restatement of pricing documentation in Microsoft Excel with the effective date of the modified pricing, or product addition or deletion. The new pricing restatement must include all Equipment, Products, and Services offered, even for those items where pricing remains unchanged.

A fully executed Sourcewell Price and Product Change Request Form will become an amendment to this Contract and will be incorporated by reference.

5. PARTICIPATION, CONTRACT ACCESS, AND PARTICIPATING ENTITY REQUIREMENTS

A. PARTICIPATION. Sourcewell's cooperative contracts are available and open to public and nonprofit entities across the United States and Canada; such as federal, state/province, municipal, K-12 and higher education, tribal government, and other public entities.

The benefits of this Contract should be available to all Participating Entities that can legally access the Equipment, Products, or Services under this Contract. A Participating Entity's authority to access this Contract is determined through its cooperative purchasing, interlocal, or joint powers laws. Any entity accessing benefits of this Contract will be considered a Service Member of Sourcewell during such time of access. Supplier understands that a Participating Entity's use of this Contract is at the Participating Entity's sole convenience and Participating Entities reserve the right to obtain like Equipment, Products, or Services from any other source.

Supplier is responsible for familiarizing its sales and service forces with Sourcewell contract use eligibility requirements and documentation and will encourage potential participating entities to join Sourcewell. Sourcewell reserves the right to add and remove Participating Entities to its roster during the term of this Contract.

B. PUBLIC FACILITIES. Supplier's employees may be required to perform work at government-owned facilities, including schools. Supplier's employees and agents must conduct themselves in a professional manner while on the premises, and in accordance with Participating Entity policies and procedures, and all applicable laws.

6. PARTICIPATING ENTITY USE AND PURCHASING

A. ORDERS AND PAYMENT. To access the contracted Equipment, Products, or Services under this Contract, a Participating Entity must clearly indicate to Supplier that it intends to access this Contract; however, order flow and procedure will be developed jointly between Sourcewell and Supplier. Typically, a Participating Entity will issue an order directly to Supplier or its authorized subsidiary, distributor, dealer, or reseller. If a Participating Entity issues a purchase order, it may use its own forms, but the purchase order should clearly note the applicable Sourcewell contract number. All Participating Entity orders under this Contract must be issued prior to expiration or cancellation of this Contract; however, Supplier performance, Participating Entity payment obligations, and any applicable warranty periods or other Supplier or Participating Entity obligations may extend beyond the term of this Contract.

Supplier's acceptable forms of payment are included in its attached Proposal. Participating Entities will be solely responsible for payment and Sourcewell will have no liability for any unpaid invoice of any Participating Entity.

B. **ADDITIONAL TERMS AND CONDITIONS/PARTICIPATING ADDENDUM.** Additional terms and conditions to a purchase order, or other required transaction documentation, may be negotiated between a Participating Entity and Supplier, such as job or industry-specific requirements, legal requirements (e.g., affirmative action or immigration status requirements), or specific local policy requirements. Some Participating Entities may require the use of a Participating Addendum, the terms of which will be negotiated directly between the Participating Entity and the Supplier or its authorized dealers, distributors, or resellers, as applicable. Any negotiated additional commercial terms and conditions must never be less favorable to the Participating Entity than what is contained in this Contract.

C. **SPECIALIZED SERVICE REQUIREMENTS.** In the event that the Participating Entity requires service or specialized performance requirements not addressed in this Contract (such as e-commerce specifications, specialized delivery requirements, or other specifications and requirements), the Participating Entity and the Supplier may enter into a separate, standalone agreement, apart from this Contract. Sourcewell, including its agents and employees, will not be made a party to a claim for breach of such agreement.

D. **TERMINATION OF ORDERS.** Participating Entities may terminate an order, in whole or in part, immediately upon notice to Supplier in the event of any of the following events:

1. The Participating Entity fails to receive funding or appropriation from its governing body at levels sufficient to pay for the equipment, products, or services to be purchased; or
2. Federal, state, or provincial laws or regulations prohibit the purchase or change the Participating Entity's requirements.

E. **GOVERNING LAW AND VENUE.** The governing law and venue for any action related to a Participating Entity's order will be determined by the Participating Entity making the purchase.

7. CUSTOMER SERVICE

A. **PRIMARY ACCOUNT REPRESENTATIVE.** Supplier will assign an Account Representative to Sourcewell for this Contract and must provide prompt notice to Sourcewell if that person is changed. The Account Representative will be responsible for:

- Maintenance and management of this Contract;

- Timely response to all Sourcwell and Participating Entity inquiries; and
- Business reviews to Sourcwell and Participating Entities, if applicable.

B. BUSINESS REVIEWS. Supplier must perform a minimum of one business review with Sourcwell per contract year. The business review will cover sales to Participating Entities, pricing and contract terms, administrative fees, sales data reports, performance issues, supply issues, customer issues, and any other necessary information.

8. REPORT ON CONTRACT SALES ACTIVITY AND ADMINISTRATIVE FEE PAYMENT

A. CONTRACT SALES ACTIVITY REPORT. Each calendar quarter, Supplier must provide a contract sales activity report (Report) to the Sourcwell Supplier Development Administrator assigned to this Contract. Reports are due no later than 45 days after the end of each calendar quarter. A Report must be provided regardless of the number or amount of sales during that quarter (i.e., if there are no sales, Supplier must submit a report indicating no sales were made).

The Report must contain the following fields:

- Participating Entity Name (e.g., City of Staples Highway Department);
- Participating Entity Physical Street Address;
- Participating Entity City;
- Participating Entity State/Province;
- Participating Entity Zip/Postal Code;
- Participating Entity Contact Name;
- Participating Entity Contact Email Address;
- Participating Entity Contact Telephone Number;
- Sourcwell Assigned Entity/Participating Entity Number;
- Item Purchased Description;
- Item Purchased Price;
- Sourcwell Administrative Fee Applied; and
- Date Purchase was invoiced/sale was recognized as revenue by Supplier.

B. ADMINISTRATIVE FEE. In consideration for the support and services provided by Sourcwell, the Supplier will pay an administrative fee to Sourcwell on all Equipment, Products, and Services provided to Participating Entities as indicated in Question #70 of its Proposal. The Administrative Fee must be included in, and not added to, the pricing. Supplier may not charge Participating Entities more than the contracted price to offset the Administrative Fee.

The Supplier will submit payment to Sourcwell for the percentage of administrative fee stated in Question #70 of the Proposal multiplied by the total sales of all Equipment, Products, and Services purchased by Participating Entities under this Contract during each calendar quarter.

Payments should note the Supplier's name and Sourcewell-assigned contract number in the memo; and must be mailed to the address above "Attn: Accounts Receivable" or remitted electronically to Sourcewell's banking institution per Sourcewell's Finance department instructions. Payments must be received no later than 45 calendar days after the end of each calendar quarter.

Supplier agrees to cooperate with Sourcewell in auditing transactions under this Contract to ensure that the administrative fee is paid on all items purchased under this Contract.

In the event the Supplier is delinquent in any undisputed administrative fees, Sourcewell reserves the right to cancel this Contract and reject any proposal submitted by the Supplier in any subsequent solicitation. In the event this Contract is cancelled by either party prior to the Contract's expiration date, the administrative fee payment will be due no more than 30 days from the cancellation date.

9. AUTHORIZED REPRESENTATIVE

Sourcewell's Authorized Representative is its Chief Procurement Officer.

Supplier's Authorized Representative is the person named in the Supplier's Proposal. If Supplier's Authorized Representative changes at any time during this Contract, Supplier must promptly notify Sourcewell in writing.

10. AUDIT, ASSIGNMENT, AMENDMENTS, WAIVER, AND CONTRACT COMPLETE

A. **AUDIT.** Pursuant to Minnesota Statutes Section 16C.05, subdivision 5, the books, records, documents, and accounting procedures and practices relevant to this Contract are subject to examination by Sourcewell or the Minnesota State Auditor for a minimum of six years from the end of this Contract. Sourcewell may not conduct such an audit more than one time per twelve month period during the term, and will provide thirty day advance written notice of the audit to Supplier. This clause extends to Participating Entities as it relates to business conducted by that Participating Entity under this Contract.

B. **ASSIGNMENT.** Neither party may assign or otherwise transfer its rights or obligations under this Contract without the prior written consent of the other party and a fully executed assignment agreement. Such consent will not be unreasonably withheld. Any prohibited assignment will be invalid.

C. **AMENDMENTS.** Any amendment to this Contract must be in writing and will not be effective until it has been duly executed by the parties.

D. **WAIVER.** Failure by either party to take action or assert any right under this Contract will not be deemed a waiver of such right in the event of the continuation or repetition of the

circumstances giving rise to such right. Any such waiver must be in writing and signed by the parties.

E. **CONTRACT COMPLETE.** This Contract represents the complete agreement between the parties. No other understanding regarding this Contract, whether written or oral, may be used to bind either party. For any conflict between the attached Proposal and the terms set out in Articles 1-22 of this Contract, the terms of Articles 1-22 will govern.

F. **RELATIONSHIP OF THE PARTIES.** The relationship of the parties is one of independent contractors, each free to exercise judgment and discretion with regard to the conduct of their respective businesses. This Contract does not create a partnership, joint venture, or any other relationship such as master-servant, or principal-agent.

11. INDEMNITY AND HOLD HARMLESS; LIMITATION OF LIABILITY

Supplier must indemnify, defend, save, and hold Sourcewell and its Participating Entities, including their agents and employees, harmless from any third-party claims or causes of action, including attorneys' fees incurred by Sourcewell or its Participating Entities, arising out of any act or omission in the performance of this Contract by the Supplier or its agents or employees which results in (i) injury or death to person(s) or tangible personal property alleged to have been caused by some defect in the Equipment, Products, or Services under this Contract to the extent the Service has been used according to its specifications. Sourcewell's responsibility will be governed by the State of Minnesota's Tort Liability Act (Minnesota Statutes Chapter 466) and other applicable law.

Supplier shall pass through to the Participating Entity all end user indemnity protections provided by the Equipment and/or Product manufacturer.

EXCEPT FOR INSTANCES OF GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, UNDER NO CIRCUMSTANCES, AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY REMEDY SET FORTH HEREIN, WILL SUPPLIER, ITS AFFILIATES OR ITS SUPPLIERS, SUBCONTRACTORS OR AGENDT BE LIABLE FOR ANY INCIDENTAL, INDIRECT, SPECIAL, OR CONSEQUENTIAL DAMAGES, INCLUDING BUT NOT LIMITED TO LOSS OF PROFITS, BUSINESS REVENUES OR SAVINGS AND LOSS, DAMAGE OR CORRUPTION OF DATA OR SOFTWARE, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITIES OF SUCH DAMAGES OR IF SUCH DAMAGES ARE OTHERWISE FORESEEABLE. EXCEPT IN THE EVENT OF GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, SUPPLIER'S AGGREGATE LIALITY HEREUNDER WILL NOT EXCEED THE TOTAL DOLLAR AMOUNT PAID BY SUPPLIER TO SOURCEWELL IN ADMINISTRATIVE FEES UNDER THIS CONTRACT DURING THE PRECEDING TWENTY-FOUR (24) MONTH PERIOD.

12. GOVERNMENT DATA PRACTICES

Supplier and Sourcewell must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by or provided to Sourcewell under this Contract and as it applies to all data created, collected, received, maintained, or disseminated by the Supplier under this Contract.

13. INTELLECTUAL PROPERTY, PUBLICITY, MARKETING, AND ENDORSEMENT

A. INTELLECTUAL PROPERTY

1. *Grant of License.* During the term of this Contract:
 - a. Sourcewell grants to Supplier a royalty-free, worldwide, non-exclusive right and license to use the trademark(s) provided to Supplier by Sourcewell in advertising and promotional materials for the purpose of marketing Sourcewell's relationship with Supplier.
 - b. Supplier grants to Sourcewell a royalty-free, worldwide, non-exclusive right and license to use Supplier's trademarks in advertising and promotional materials for the purpose of marketing Supplier's relationship with Sourcewell.
2. *Limited Right of Sublicense.* The right and license granted herein includes a limited right of each party to grant sublicenses to their respective subsidiaries, distributors, dealers, resellers, marketing representatives, and agents (collectively "Permitted Sublicensees") in advertising and promotional materials for the purpose of marketing the Parties' relationship to Participating Entities. Any sublicense granted will be subject to the terms and conditions of this Article. Each party will be responsible for any breach of this Article by any of their respective sublicensees.
3. *Use; Quality Control.*
 - a. Neither party may alter the other party's trademarks from the form provided and must comply with removal requests as to specific uses of its trademarks or logos.
 - b. Each party agrees to use, and to cause its Permitted Sublicensees to use, the other party's trademarks only in good faith and in a dignified manner consistent with such party's use of the trademarks. Upon written notice to the breaching party, the breaching party has 30 days of the date of the written notice to cure the breach or the license will be terminated.
4. *Termination.* Upon the termination of this Contract for any reason, each party, including Permitted Sublicensees, will have 30 days to remove all Trademarks from signage, websites, and the like bearing the other party's name or logo (excepting Sourcewell's pre-printed catalog of suppliers which may be used until the next printing). Supplier must return all marketing and promotional materials, including signage, provided by Sourcewell, or dispose of it according to Sourcewell's written directions.
5. *License to Software.* All rights in software resold pursuant to this Contract will remain with the applicable licensor. Participating Entity's rights to use such

software are contained in the applicable license agreement between the Participating Entity and the licensor.

6. *License to Work Product.* Participating Entity's rights to Work Product (meaning materials and other deliverables to be provided or created individually or jointly in connection with the Services, including but not limited to all inventions, discoveries, methods, processes, formulae, ideas, concepts, techniques, know-how, data, designs, models, prototypes, works of authorship, computer programs, proprietary tools, methods of analysis, and other information whether or not capable of protection by patent, copyright, trade secret, confidentiality, or other proprietary rights, or discovered in the course of performance of this Contract, that are embodied in such work or materials) will be upon payment in full a non-transferable, non-exclusive, royalty-free license to use such Work Product solely for Participating Entity's internal use. Participating Entity obtains no ownership or other property rights thereto. Participating Entity agrees that Supplier may incorporate intellectual property created by third parties into the Work Product and that Participating Entity's right to use such Work Product may be subject to the rights of and limited by agreements with such third parties.

B. **PUBLICITY.** Any publicity regarding the subject matter of this Contract must not be released without prior written approval from the Authorized Representatives. Publicity includes notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the Supplier individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this Contract.

C. **MARKETING.** Any direct advertising, marketing, or offers with Participating Entities must be approved by Sourcewell. Send all approval requests to the Sourcewell Supplier Development Administrator assigned to this Contract.

D. **ENDORSEMENT.** The Supplier must not claim that Sourcewell endorses its Equipment, Products, or Services.

14. GOVERNING LAW, JURISDICTION, AND VENUE

The substantive and procedural laws of the State of Minnesota will govern this Contract. Venue for all legal proceedings arising out of this Contract, or its breach, must be in the appropriate state court in Todd County, Minnesota or federal court in Fergus Falls, Minnesota.

15. FORCE MAJEURE

Neither party to this Contract will be held responsible for delay or default caused by acts of God or other conditions that are beyond that party's reasonable control. A party defaulting under this provision must provide the other party prompt written notice of the default.

16. SEVERABILITY

If any provision of this Contract is found by a court of competent jurisdiction to be illegal, unenforceable, or void then both parties will be relieved from all obligations arising from that provision. If the remainder of this Contract is capable of being performed, it will not be affected by such determination or finding and must be fully performed.

17. PERFORMANCE, DEFAULT, AND REMEDIES

A. PERFORMANCE. During the term of this Contract, the parties will monitor performance and address unresolved contract issues as follows:

1. *Notification.* The parties must promptly notify each other of any known dispute and work in good faith to resolve such dispute within a reasonable period of time. If necessary, Sourcewell and the Supplier will jointly develop a short briefing document that describes the issue(s), relevant impact, and positions of both parties.
2. *Escalation.* If parties are unable to resolve the issue in a timely manner, as specified above, either Sourcewell or Supplier may escalate the resolution of the issue to a higher level of management. The Supplier will have 30 calendar days to cure an outstanding issue.
3. *Performance while Dispute is Pending.* Notwithstanding the existence of a dispute, the Supplier must continue without delay to carry out all of its responsibilities under the Contract that are not affected by the dispute. If the Supplier fails to continue without delay to perform its responsibilities under the Contract, in the accomplishment of all undisputed work, the Supplier will bear any additional costs incurred by Sourcewell and/or its Participating Entities as a result of such failure to proceed.

B. DEFAULT AND REMEDIES. Either of the following constitutes cause to declare this Contract, or any Participating Entity order under this Contract, in default:

1. Nonperformance of contractual requirements, or
2. A material breach of any term or condition of this Contract.

The party claiming default must provide written notice of the default, with 30 calendar days to cure the default. Time allowed for cure will not diminish or eliminate any liability for liquidated or other damages. If the default remains after the opportunity for cure, the non-defaulting party may:

- Exercise any remedy provided by law or equity, or
- Terminate the Contract or any portion thereof, including any orders issued against the Contract.

18. INSURANCE

A. REQUIREMENTS. At its own expense, Supplier must maintain insurance policy(ies) in effect at all times during the performance of this Contract with insurance company(ies) licensed or authorized to do business in the State of Minnesota having an "AM BEST" rating of A- or better, with coverage and limits of insurance not less than the following:

1. *Workers' Compensation and Employer's Liability.*

Workers' Compensation: As required by any applicable law or regulation.

Employer's Liability Insurance: must be provided in amounts not less than listed below:

Minimum limits:

\$500,000 each accident for bodily injury by accident

\$500,000 policy limit for bodily injury by disease

\$500,000 each employee for bodily injury by disease

2. *Commercial General Liability Insurance.* Supplier will maintain insurance covering its operations, with coverage on an occurrence basis, and must be subject to terms no less broad than the Insurance Services Office ("ISO") Commercial General Liability Form CG0001 (2001 or newer edition), or equivalent. At a minimum, coverage must include liability arising from premises, operations, bodily injury and property damage, independent contractors, products-completed operations including construction defect, contractual liability, blanket contractual liability, and personal injury and advertising injury. All required limits, terms and conditions of coverage must be maintained during the term of this Contract.

Minimum Limits:

\$1,000,000 each occurrence Bodily Injury and Property Damage

\$1,000,000 Personal and Advertising Injury

\$2,000,000 aggregate for products liability-completed operations

\$2,000,000 general aggregate

3. *Commercial Automobile Liability Insurance.* During the term of this Contract, Supplier will maintain insurance covering all owned, hired, and non-owned automobiles in limits of liability not less than indicated below. The coverage must be subject to terms no less broad than ISO Business Auto Coverage Form CA 0001 (2010 edition or newer), or equivalent.

Minimum Limits:

\$1,000,000 each accident, combined single limit

4. *Umbrella Insurance.* During the term of this Contract, Supplier will maintain umbrella coverage over Employer's Liability, Commercial General Liability, and Commercial Automobile.

Minimum Limits:

\$2,000,000

5. *Professional/Technical, Errors and Omissions, and/or Miscellaneous Professional Liability.* During the term of this Contract, Supplier will maintain coverage for all claims the Supplier may become legally obligated to pay resulting from any actual or alleged negligent act, error, or omission related to Supplier's professional services required under this Contract.

Minimum Limits:

\$2,000,000 per claim or event

\$2,000,000 – annual aggregate

6. *Network Security and Privacy Liability Insurance.* During the term of this Contract, Supplier will maintain coverage for network security and privacy liability. The coverage may be endorsed on, or included in, another form of liability coverage or written on a standalone policy. The insurance must cover claims which may arise from failure of Supplier's security resulting in, but not limited to, computer attacks, unauthorized access, disclosure of not public data – including but not limited to, confidential or private information, transmission of a computer virus, or denial of service.

Minimum limits:

\$2,000,000 per occurrence

\$2,000,000 annual aggregate

Failure of Supplier to maintain the required insurance will constitute a material breach entitling Sourcewell to immediately terminate this Contract for default.

B. CERTIFICATES OF INSURANCE. Prior to commencing under this Contract, Supplier must furnish to Sourcewell a certificate of insurance, as evidence of the insurance required under this Contract. Prior to expiration of the policy(ies), renewal certificates must be mailed to Sourcewell, 202 12th Street Northeast, P.O. Box 219, Staples, MN 56479 or sent to the Sourcewell Supplier Development Administrator assigned to this Contract. The certificates must be signed by a person authorized by the insurer(s) to bind coverage on their behalf.

Failure to request certificates of insurance by Sourcewell, or failure of Supplier to provide certificates of insurance, in no way limits or relieves Supplier of its duties and responsibilities in this Contract.

C. ADDITIONAL INSURED ENDORSEMENT AND PRIMARY AND NON-CONTRIBUTORY INSURANCE CLAUSE. Supplier agrees to include Sourcewell and its Participating Entities, including their officers, agents, and employees, as an additional insured under the Supplier's commercial general liability insurance policy with respect to liability arising out of activities, "operations," or "work" performed by or on behalf of Supplier, and products and completed operations of Supplier. The policy provision(s) or endorsement(s) must further provide that coverage is primary and not excess over or contributory with any other valid, applicable, and collectible insurance or self-insurance in force for the additional insureds.

D. **WAIVER OF SUBROGATION.** Supplier waives and must require (by endorsement or otherwise) all its insurers to waive subrogation rights against Sourcewell and other additional insureds for losses paid under the insurance policies required by this Contract or other insurance applicable to the Supplier or its subcontractors. The waiver must apply to all deductibles and/or self-insured retentions applicable to the required or any other insurance maintained by the Supplier or its subcontractors. Where permitted by law, Supplier must require similar written express waivers of subrogation and insurance clauses from each of its subcontractors.

E. **UMBRELLA/EXCESS LIABILITY/SELF-INSURED RETENTION.** The limits required by this Contract can be met by either providing a primary policy or in combination with umbrella/excess liability policy(ies), or self-insured retention.

19. COMPLIANCE

A. **LAWS AND REGULATIONS.** All Equipment, Products, or Services provided under this Contract must comply fully with applicable federal laws and regulations, and with the laws in the states and provinces in which the Equipment, Products, or Services are sold.

B. **LICENSES.** Supplier must maintain a valid and current status on all required federal, state/provincial, and local licenses, bonds, and permits required for the operation of the business that the Supplier conducts with Sourcewell and Participating Entities.

20. BANKRUPTCY, DEBARMENT, OR SUSPENSION CERTIFICATION

Supplier certifies and warrants that it is not in bankruptcy or that it has previously disclosed in writing certain information to Sourcewell related to bankruptcy actions. If at any time during this Contract Supplier declares bankruptcy, Supplier must immediately notify Sourcewell in writing.

Supplier certifies and warrants that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated by the State of Minnesota; the United States federal government or the Canadian government, as applicable; or any Participating Entity. Supplier certifies and warrants that neither it nor its principals have been convicted of a criminal offense related to the subject matter of this Contract. Supplier further warrants that it will provide immediate written notice to Sourcewell if this certification changes at any time.

21. PROVISIONS FOR NON-UNITED STATES FEDERAL ENTITY PROCUREMENTS UNDER UNITED STATES FEDERAL AWARDS OR OTHER AWARDS

Participating Entities that use United States federal grant or FEMA funds to purchase goods or services from this Contract may be subject to additional requirements including the

procurement standards of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. § 200. Participating Entities may have additional requirements based on specific funding source terms or conditions. Within this Article, all references to “federal” should be interpreted to mean the United States federal government. The following list only applies when a Participating Entity accesses Supplier’s Equipment, Products, or Services with United States federal funds.

A. EQUAL EMPLOYMENT OPPORTUNITY. Except as otherwise provided under 41 C.F.R. § 60, all contracts that meet the definition of “federally assisted construction contract” in 41 C.F.R. § 60-1.3 must include the equal opportunity clause provided under 41 C.F.R. §60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 C.F.R. §, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 C.F.R. § 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.” The equal opportunity clause is incorporated herein by reference.

B. DAVIS-BACON ACT, AS AMENDED (40 U.S.C. § 3141-3148). When required by federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. § 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 C.F.R. § 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-federal entity must report all suspected or reported violations to the federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. § 3145), as supplemented by Department of Labor regulations (29 C.F.R. § 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-federal entity must report all suspected or reported violations to the federal awarding agency. Supplier must be in compliance with all applicable Davis-Bacon Act provisions.

C. CONTRACT WORK HOURS AND SAFETY STANDARDS ACT (40 U.S.C. § 3701-3708). Where applicable, all contracts awarded by the non-federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. §§ 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. § 5).

Under 40 U.S.C. § 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. § 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence. This provision is hereby incorporated by reference into this Contract. Supplier certifies that during the term of an award for all contracts by Sourcewell resulting from this procurement process, Supplier must comply with applicable requirements as referenced above.

D. RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT. If the federal award meets the definition of “funding agreement” under 37 C.F.R. § 401.2(a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 C.F.R. § 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency. Supplier certifies that during the term of an award for all contracts by Sourcewell resulting from this procurement process, Supplier must comply with applicable requirements as referenced above.

E. CLEAN AIR ACT (42 U.S.C. § 7401-7671Q.) AND THE FEDERAL WATER POLLUTION CONTROL ACT (33 U.S.C. § 1251-1387). Contracts and subgrants of amounts in excess of \$150,000 require the non-federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. § 7401- 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. § 1251- 1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). Supplier certifies that during the term of this Contract will comply with applicable requirements as referenced above.

F. DEBARMENT AND SUSPENSION (EXECUTIVE ORDERS 12549 AND 12689). A contract award (see 2 C.F.R. § 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 C.F.R. §180 that implement Executive Orders 12549 (3 C.F.R. § 1986 Comp., p. 189) and 12689 (3 C.F.R. § 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. Supplier certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

G. BYRD ANTI-LOBBYING AMENDMENT, AS AMENDED (31 U.S.C. § 1352). Suppliers must file any required certifications. Suppliers must not have used federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Suppliers must disclose any lobbying with non-federal funds that takes place in connection with obtaining any federal award. Such disclosures are forwarded from tier to tier up to the non-federal award. Suppliers must file all certifications and disclosures required by, and otherwise comply with, the Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352).

H. RECORD RETENTION REQUIREMENTS. To the extent applicable, Supplier must comply with the record retention requirements detailed in 2 C.F.R. § 200.333. The Supplier further certifies that it will retain all records as required by 2 C.F.R. § 200.333 for a period of 3 years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

I. ENERGY POLICY AND CONSERVATION ACT COMPLIANCE. To the extent applicable, Supplier must comply with the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

J. BUY AMERICAN PROVISIONS COMPLIANCE. To the extent applicable, Supplier must comply with all applicable provisions of the Buy American Act. Purchases made in accordance with the Buy American Act must follow the applicable procurement rules calling for free and open competition.

K. ACCESS TO RECORDS (2 C.F.R. § 200.336). Supplier agrees that duly authorized representatives of a federal agency must have access to any books, documents, papers and records of Supplier that are directly pertinent to Supplier's discharge of its obligations under this Contract for the purpose of making audits, examinations, excerpts, and transcriptions. The right also includes timely and reasonable access to Supplier's personnel for the purpose of interview and discussion relating to such documents.

L. PROCUREMENT OF RECOVERED MATERIALS (2 C.F.R. § 200.322). A non-federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 C.F.R. § 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring

solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

M. FEDERAL SEAL(S), LOGOS, AND FLAGS. The Supplier cannot use the seal(s), logos, crests, or reproductions of flags or likenesses of Federal agency officials without specific pre-approval.

N. NO OBLIGATION BY FEDERAL GOVERNMENT. The U.S. federal government is not a party to this Contract or any purchase by a Participating Entity and is not subject to any obligations or liabilities to the Participating Entity, Supplier, or any other party pertaining to any matter resulting from the Contract or any purchase by an authorized user.

O. PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS. The Contractor acknowledges that 31 U.S.C. 38 (Administrative Remedies for False Claims and Statements) applies to the Supplier's actions pertaining to this Contract or any purchase by a Participating Entity.

P. FEDERAL DEBT. The Supplier certifies that it is non-delinquent in its repayment of any federal debt. Examples of relevant debt include delinquent payroll and other taxes, audit disallowance, and benefit overpayments.

Q. CONFLICTS OF INTEREST. The Supplier must notify the U.S. Office of General Services, Sourcewell, and Participating Entity as soon as possible if this Contract or any aspect related to the anticipated work under this Contract raises an actual or potential conflict of interest (as described in 2 C.F.R. Part 200). The Supplier must explain the actual or potential conflict in writing in sufficient detail so that the U.S. Office of General Services, Sourcewell, and Participating Entity are able to assess the actual or potential conflict; and provide any additional information as necessary or requested.

R. U.S. EXECUTIVE ORDER 13224. The Supplier, and its subcontractors, must comply with U.S. Executive Order 13224 and U.S. Laws that prohibit transactions with and provision of resources and support to individuals and organizations associated with terrorism.

S. PROHIBITION ON CERTAIN TELECOMMUNICATIONS AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT. To the extent applicable, Supplier certifies that during the term of this Contract it will comply with applicable requirements of 2 C.F.R. § 200.216.

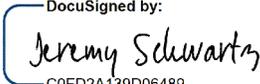
T. DOMESTIC PREFERENCES FOR PROCUREMENTS. To the extent applicable, Supplier certifies that during the term of this Contract will comply with applicable requirements of 2 C.F.R. § 200.322.

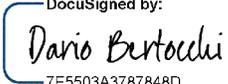
22. CANCELLATION

Sourcewell or Supplier may cancel this Contract at any time, with or without cause, upon 60 days' written notice to the other party. However, Sourcewell may cancel this Contract immediately upon discovery of a material defect in any certification made in Supplier's Proposal. Cancellation of this Contract does not relieve either party of financial, product, or service obligations incurred or accrued prior to cancellation.

Sourcewell

CDW Government LLC

DocuSigned by:

C0FD2A139D06489...
By: _____
Jeremy Schwartz
Title: Chief Procurement Officer
Date: 3/13/2024 | 9:46 PM CDT

DocuSigned by:

7E5503A3787848D...
By: _____
Dario Bertocchi
Title: Vice President Contract Operations
Date: 3/13/2024 | 2:12 PM PDT

RFP 121923 - Technology Products and Services with Related Solutions

Vendor Details

Company Name: CDW Government LLC
Address: 230 N. Milwaukee Ave
Vernon Hills, IL 60061
Contact: Debb Atnip
Email: debb.atnip@cdw.com
Phone: 214-729-9078
HST#: 36-4230110

Submission Details

Created On: Tuesday October 31, 2023 11:16:38
Submitted On: Monday December 18, 2023 12:20:13
Submitted By: Debb Atnip
Email: debb.atnip@cdw.com
Transaction #: ca649e7b-2159-475b-8908-c8f54b878ee1
Submitter's IP Address: 136.226.85.102

Specifications

Table 1: Proposer Identity & Authorized Representatives

General Instructions (applies to all Tables) Sourcewell prefers a brief but thorough response to each question. Do not merely attach additional documents to your response without also providing a substantive response. Do not leave answers blank; respond "N/A" if the question does not apply to you (preferably with an explanation).

Line Item	Question	Response *
1	Proposer Legal Name (one legal entity only): (In the event of award, will execute the resulting contract as "Supplier")	CDW Government LLC
2	Identify all subsidiary entities of the Proposer whose equipment, products, or services are included in the Proposal.	CDW Government LLC (CDW•G) is a leading multi-brand provider of technology solutions to public sector customers. CDW Canada is a leading provider of technology solutions for business, government, education, and healthcare in Canada. Both CDW•G and CDW Canada are wholly owned subsidiaries of CDW LLC (CDW).
3	Identify all applicable assumed names or DBA names of the Proposer or Proposer's subsidiaries in Line 1 or Line 2 above.	CDW Government
4	Provide your CAGE code or Unique Entity Identifier (SAM):	Unique Entity Identifier: PHZDZ8SJ5CM1
5	Proposer Physical Address:	230 N. Milwaukee Avenue, Vernon Hills, IL 60061
6	Proposer website address (or addresses):	www.cdwg.com
7	Proposer's Authorized Representative (name, title, address, email address & phone) (The representative must have authority to sign the "Proposer's Assurance of Compliance" on behalf of the Proposer and, in the event of award, will be expected to execute the resulting contract):	Dario Bertocchi Vice President, Contract Operations 230 N. Milwaukee Ave Vernon Hills, IL 60061 Dario.Bertocchi@cdw.com 203.851.7049
8	Proposer's primary contact for this proposal (name, title, address, email address & phone):	Debb Atnip Manager, Education Capture and Growth 11555 Westlawn Ln Frisco, TX 75033 Debb.Atnip@cdw.com 214.729.9078
9	Proposer's other contacts for this proposal, if any (name, title, address, email address & phone):	Freda Hill Senior Manager, Proposals 230 N. Milwaukee Ave Vernon Hills, IL 60061 Fredira@cdw.com 312.705.5582

Table 2: Company Information and Financial Strength

Line Item	Question	Response *
10	Provide a brief history of your company, including your company's core values, business philosophy, and industry longevity related to the requested equipment, products or services.	<p>CDW LLC (CDW) was founded in 1984 and is currently ranked 166 on the Fortune 500 with multi-national capabilities. CDW is a leading multi-brand complete technology solution and services provider to business, government, education, and healthcare organizations in the United States, Canada, and the United Kingdom, with approximately 15,000 coworkers, more than 250,000 active customer accounts, and \$24 billion in net sales in 2022. CDW is ranked No. 4 on CRN's 2023 Solution Provider 500 list, a ranking of the largest IT solution providers in North America by revenue.</p> <p>A technology-neutral company with more than three decades of experience building extensive relationships throughout the industry, CDW offers a product portfolio with more than 100s of thousands of technology offerings covering all original equipment manufacturers, software publishers, cloud & service providers (OEMs). CDW provides products and solutions through its sales and service delivery teams, with</p>

almost 6,000 customer-facing coworkers, including more than 2,000 field sellers, highly skilled technology specialists, and advanced service delivery engineers.

In 1998, CDW recognized the need to build specialized sales and technical teams to support the unique needs of the federal, state and local government, education, and healthcare markets. CDW created a wholly owned subsidiary, CDW Government LLC (CDW•G) which today has more than 1,500 inside and field account managers supporting public customers across the nation. Broken out by customer end-markets, our account teams cover state and local government, K-12, higher education, or healthcare to ensure they understand customer priorities, specialized solutions, and desired outcomes. In 2003, CDW expanded its footprint to offer the same capabilities for business, government, education, and healthcare customers throughout Canada. In 2023, CDW Canada was recognized as the #1 Canadian Solution Provider of the Year on Channel Daily News' Top 100 Solution Providers list for the 9th year in a row.

CDW•G and CDW Canada have experienced a highly successful partnership with Sourcewell through its current Technology Solutions contract. Our growth under the incumbent Sourcewell contract was consistently outpaced by real sales, outpaced our forecasts, fueled by increased Sourcewell Member adoption and increased sales engagement.

CDW's combined strength through its e-procurement integration systems, world-renowned logistics practices, and consistent ease of purchase experience allow us to reduce procurement complexity, helping customers get what they need when they need it, with the least number of steps possible.

Core Values: CDW's code of business conduct and ethics, the CDW Way Code, sets forth the standards of behavior necessary to ensure we live up to our values. These are the values we use to guide our behavior toward each other, our customers, our partners, and our communities. The CDW Way Code directs that:

- We run our business with passion and integrity.
- We empower others to do their jobs.
- We keep our commitments.
- We treat others with respect.
- We resolve conflict directly.
- We listen.
- We include stakeholders in the decision process.
- We live our "philosophies of success" every day.
- We make things happen.

Business Philosophy: CDW's strong customer focus is reflected in our core philosophy, the CDW Circle of Service, which means that everything we do – including sales, product and partner management, operations, marketing, technology services, coworker services, information technology, and finance and legal – revolves around the customer. Our Philosophies of Success include:

- It's only good if it's win/win.
- Good luck many times comes disguised as hard work.
- People do business with people they like.
- Perfection is unattainable. If you strive for perfection, you'll achieve excellence.
- Pay attention to your weaknesses. If you dwell on your successes, you will suffocate on your weaknesses.
- Success means never being satisfied.

Our objective is to have companies view us as a valued extension of their IT staffs. We seek to achieve this goal by providing superior customer service through our large and experienced sales and service delivery teams. Our market research teams work with a third-party research firm to measure and track customer loyalty and satisfaction through periodic customer surveys. Survey feedback is used by senior leadership to create action and development plans for continuous improvement.

Commitment to Diversity: CDW takes a comprehensive approach to diversity, equity, and inclusion (DEI). We are deliberate and focused on creating a culture where our dedication to our values of trust, connection and commitment are evident and where belonging is an everyday experience for all our coworkers, customers, business partners and communities. CDW is committed to embracing and fostering diverse thinking, inclusive behaviors, and equal opportunity across our global operations.

For our coworkers, we strive to attract diverse talent, create opportunities for advancement and professional growth, and provide a sense of inclusion and belonging where everyone can be their authentic self. Our Business Resource Groups bring coworkers together around topics that matter and empower them to make an impact on our culture. Through workshops, informal discussions, and other forums, CDW leaders learn best practices for cultivating DEI. Townhalls and similar events bring coworkers together for conversations about DEI and belonging. And our organization-wide education and awareness platform cultivates awareness to help

coworkers understand their role in our culture.

In our supply chain, we are committed to maintaining an industry-leading business diversity program – our spend with small and diverse businesses totaled \$3.5 billion in 2022 and more than \$24 billion since the program's inception in 2007. We have achieved membership in the Billion Dollar Roundtable, an exclusive group of U.S.-based companies that have procured more than \$1 billion annually from minority- and women-owned business on a first-tier basis.

In our communities, we have focused our social impact commitments around digital equity to help close the digital divide. Our social impact approach empowers coworkers, partners, and stakeholders to create sustainable and equitable change in the world.

Environmental Responsibility: CDW has long been conscious of our impact on the environment especially regarding our energy consumption, and we have taken significant steps to effectively manage our consumption of resources and lessen our environmental impact.

Given CDW's role in the technology sector as a leading multi-brand technology solutions provider, our greatest opportunities to impact the environment lie in collaborating with our supply chain and working with our partners and customers to help them achieve their environmental goals. This includes continuing to expand our offering of sustainable and socially responsible technology products and solutions. We also regularly evaluate the efficiency of our use of natural resources. We seek to identify and address opportunities to improve by reducing waste to landfill through enterprise-wide recycling initiatives, implementing innovative packaging solutions, and integrating principles of environmental responsibility throughout our business. In 2022, CDW was recognized by EcoVadis with a silver sustainability rating for having a top-tier sustainability management system, finishing among the top 25 percent of companies scored.

CDW is committed to supporting the circular economy and responsible consumption through materials efficiency and a reduction in waste to landfill. While we have a wide variety of recycling and reuse programs across our office and warehouse facilities, our largest impact is in two areas: reducing distribution center waste from packaging and other materials and managing electronic waste. In addition to addressing packaging waste and electronic waste, our other efforts include:

- Use of digital documentation when possible and recycling shredded paper documents when used
- Recycling and composting of cafeteria waste
- Elimination of plastic bottles from vending machines in our offices and warehouses
- Elimination of single-use plastic cups
- Company-wide internal toner cartridge recycling program
- Recycling centers on each floor of our office locations
- Recycling chutes for certain materials at our distribution centers
- Collaboration across procurement functions to reduce the need for consumable supplies and increase recycling possibilities across our offices

Global Social Impact: CDW makes technology work so people can do great things. When it comes to the impact we have on our communities, we know greatness happens when everyone has equitable opportunities. We work to build coworker pride through community involvement, reducing barriers to participate and offering equitable social impact benefits. This includes:

- 8 hours paid time off per year to volunteer in the community. Coworkers have used this time to support more than 1,400 diverse nonprofit organizations worldwide.

- Matching gifts programs up to \$2,000 per coworker per year. CDW has contributed more than \$1 million in matching contributions through our donor-advised fund. Coworkers are encouraged to give to the nonprofit or charity of their choosing to participate in the Matching Gift Program.

- CDW's Legacy Excellence Program is a coworker-led program created in partnership with the Thurgood Marshall College Fund. CDW's Legacy Excellence Program supports Historically Black Colleges and Universities (HBCUs) and HBCU student scholars through investing in technology and providing leadership fellowships, scholarships, experiences, education, and career opportunities.

- Business Resource Groups provide professional development, informal mentoring, and networking opportunities to more than 3,700 coworker members in the U.S. and Canada and a forum for coworkers to build awareness, celebrate their affinity area, collaborate, and provide business perspective on diversity and inclusion initiatives at CDW. Our eight North American Business Resource Groups, each with a unique focus, are open to all U.S. and Canadian coworkers and are briefly described below:

- Alliance for Business Leading Equality (ABLE) advocates and educates for an accessible environment for all.

- Black Excellence Unlimited (BeU) provides resources and development

opportunities to help achieve excellence with a positive impact on our coworkers, customers, and communities.

Business Resource Alliance Valuing Equality (BRAVE) members work to assemble the building blocks for LGBTQ+ inclusion, connection, and potential for impact within CDW.

Business Resource Inclusion and Diversity Group for Everyone (BRIDGE) seeks to foster connections and mentorships across CDW for coworkers from all roles and walks of life.

Hispanic Organization for Leadership & Achievement (HOLA) helps foster professional development and community involvement in support of the professional growth and multiracial nature of Latin Americans.

Military & Allies Resource Council (MARC) seeks to develop and support coworkers who are serving or have served our country and those who support them to strengthen connections through community.

Pan Asian Council (PAC) members work to build a diverse community that enables personal and professional development opportunities for Pan Asian coworkers.

Women's Opportunity Network (WON) aims to promote an environment where women succeed at all levels personally and professionally.

Unite BRG - UNITE is a CDW Canada Business Resource Group (BRG) designed to foster meaningful human connections, with a priority on professional development, community engagement and diversity, equity & inclusion.

11	What are your company's expectations in the event of an award?	<p>CDW•G's Sourcwell Technology Solutions contract has a history of success and growth, and we expect nothing less with the award of Sourcwell's next generation contract for Technology Products and Services with Related Solutions.</p> <p>We expect to see continued growth and adoption of this Sourcwell contract as technology solutions and services become more important than ever to help public entities achieve their missions. We forecast the contract revenue to grow at a faster pace than our 5-year compounded annual growth under the incumbent contract.</p> <p>Working together with our strategic partners, across business units and practice areas within CDW, and in collaboration with Sourcwell, we envision unparalleled success through the delivery of technology solutions and services to meet and exceed the needs of Sourcwell Members today, tomorrow, and well into the future through growth, collaboration, and partnership.</p> <p>Growth</p> <p>Actively engage with CDW•G's Contract Growth and Success team to help increase understanding and use by Sourcwell Members and CDW•G sales teams through the implementation of customizable flyers, topical webinars, and recurring training. Sourcwell Member adoption via customer-specific, stretch agreements is a key part of our growth strategy.</p> <p>Align with CDW•G business development managers from across state and local government, K-12, and Higher Education, in areas of historically low engagement or adoption, to drive improved outcomes for these Sourcwell Members.</p> <p>Drive continued collaboration between Canoe Procurement Group of Canada and CDW Canada to identify and engage new customers, while expanding contract use with current customers.</p> <p>Identify opportunities to highlight the Sourcwell contract as a viable alternative to Sourcwell Members generating their own solicitations for complex solutions</p> <p>Collaboration</p> <p>Working together, Sourcwell Members and CDW•G will continue to increase revenue and adoption of the contract amongst Sourcwell Members. In addition, we will partner with Sourcwell to determine strong Sourcwell Member adopters, outside of CDW•G's existing customer set for an introduction.</p> <p>Creation of co-branded marketing and Sourcwell Member engagement through collaborative presentations, online articles, and podcasts for the U.S. and Canada.</p> <p>Partnership</p> <p>As one of the longest-tenured Sourcwell vendors and one of the largest in terms of revenue volume, CDW•G provides access to extensive resources. We actively participate in support of Sourcwell with regular leadership and operational meetings, attendance and engagement at H2O, Sourcwell's annual vendor conference, and participation on the Vendor Advisory Board.</p> <p>Mandi Maricque, Senior Program Manager within CDW•G's Program Management team, continues as Sourcwell's primary point of contact. Her knowledge and understanding of Sourcwell combined with her expertise and background in contracts administration, contributes to a win-win for Sourcwell and CDW•G. Working with Sourcwell, Mandi executes Sourcwell Member initiatives such as collecting data for BuySourcwell, co-developing messages and training materials, and leveraging Sourcwell resources and programs to further educate and support Sourcwell Members.</p> <p>Anup Sreedharan, Senior Manager, Program Sales, will continue his engagement as a member of Sourcwell's Vendor Advisory Board as well as primary liaison with CDW•G senior leadership.</p>
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12	<p>Demonstrate your financial strength and stability with meaningful data. This could include such items as financial statements, SEC filings, credit and bond ratings, letters of credit, and detailed reference letters. Upload supporting documents (as applicable) in the document upload section of your response.</p>	<p>Sourcewell can be confident that CDW•G – a subsidiary of CDW LLC, a publicly-owned Fortune 500 company which trades under the ticker symbol “CDW” on the NASDAQ Stock Exchange – has the financial strength and stability to support Sourcewell Members today and throughout the life of this contract.</p> <p>CDW posted record net sales of \$24 billion in 2022, a 14 percent increase from then-record 2021 sales of \$21 billion, with excellent profitability. Each profit category – gross profit, Non-GAAP net income, and Non-GAAP net income per share, increased 20 percent or more. As seen below, net sales for CDW have increased steadily over the past six years.</p> <p>2022: \$24.0 billion 2021: \$21.0 billion 2020: \$18.5 billion 2019: \$18.0 billion 2018: \$16.2 billion 2017: \$14.8 billion</p> <p>Overall, CDW has realized a 10 percent Net Sales Compound Annual Growth Rate (CAGR) over the past five years, and a 13 percent Non-GAAP operating income (NGOI) Compound Annual Growth rate over the same period.</p> <p>We believe the primary factor ensuring our financial stability and separating us from our competitors is our balanced approach to business. We do not rely solely on any one segment, customer, partner, technology, or solution.</p> <p>In our U.S. business, which represents approximately 90 percent of our revenues, we currently have five dedicated business units – corporate, small business, government, education, and healthcare – each of which generated \$1.9 billion or greater in Net Sales in 2022. Net Sales to customers in the U.K. and Canada combined generated \$2.9 billion in 2022. In addition, 2022 saw Net Sales of more than \$1.5 billion from each of our five largest vendor partners.</p> <p>Our sales span multiple categories including Notebooks/Mobile Devices (26 percent), Miscellaneous Hardware (19.9 percent), Software (15.5 percent), Network and Communications Products (11.5 percent), Services (7.8 percent), Audio/Video (7.5 percent), Enterprise and Data Storage (5.8 percent), and Desktops (5.4 percent).</p> <p>In November 2022, our Board of Directors approved an 18 percent increase in our annual dividend – the ninth consecutive annual increase since our June 2013 Initial Public Offering (IPO). And in February 2023, our Board authorized \$750 million for share repurchases. Since our IPO our dividend has increased ten-fold and we have returned more than \$5.5 billion to stockholders through share repurchases and dividends.</p> <p>We have uploaded copies of our last four (2019-2022) annual 10-K reports to provide a thorough accounting of our financial health. CDW files a 10-K as required by law, which, along with our complete financial portfolio, is posted on our website.</p>
13	<p>What is your US market share for the solutions that you are proposing?</p>	<p>CDW had total net sales in 2022 of approximately \$24 billion, which represents a 5 percent share of its approximately \$460 billion addressable overall market in the U.S., U.K., and Canada. We do not explicitly detail U.S. market share; however, it is similar to the share of the overall market. CDW’s net sales in the U.S. in 2022 were \$20.8 billion.</p>
14	<p>What is your Canadian market share for the solutions that you are proposing?</p>	<p>CDW Canada’s net sales in 2022 was \$1.4 billion, which represents a 2 percent share of its approximately \$77 billion addressable market in Canada.</p> <p>CDW had total net sales in 2022 of approximately \$24 billion, which represents a 5 percent share of its approximately \$460 billion addressable market in the U.S., U.K., and Canada.</p>
15	<p>Has your business ever petitioned for bankruptcy protection? If so, explain in detail.</p>	<p>As of the date of submission, neither CDW nor CDW•G has never filed a petition for bankruptcy protection.</p>

16	<p>How is your organization best described: is it a manufacturer, a distributor/dealer/reseller, or a service provider? Answer whichever question (either a) or b) just below) best applies to your organization.</p> <p>a) If your company is best described as a distributor/dealer/reseller (or similar entity), provide your written authorization to act as a distributor/dealer/reseller for the manufacturer of the products proposed in this RFP. If applicable, is your dealer network independent or company owned?</p> <p>b) If your company is best described as a manufacturer or service provider, describe your relationship with your sales and service force and with your dealer network in delivering the products and services proposed in this RFP. Are these individuals your employees, or the employees of a third party?</p>	<p>CDW•G answers a).If your company is best described as a distributor/dealer/reseller (or similar entity), provide your written authorization to act as a distributor/dealer/reseller for the manufacturer of the products proposed in this RFP. If applicable, is your dealer network independent or company owned?</p> <p>CDW•G and CDW Canada – both wholly owned subsidiaries of CDW LLC – are leading multi-brand provider of information technology solutions to business, government, education, and healthcare customers. Our broad array of products and services range from hardware and software to integrated IT solutions such as security, cloud, hybrid infrastructure and digital experience. CDW•G and CDW Canada are authorized resellers for more than 1,000 original equipment manufacturers, publishers, and service providers. A full listing of our brands can be found at https://www.cdwg.com/content/cdwg/en/brand.html.</p> <p>While we are best described as a reseller, we are also a service provider with extensive offerings detailed in this response.</p>
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17	<p>If applicable, provide a detailed explanation outlining the licenses and certifications that are both required to be held, and actually held, by your organization (including third parties and subcontractors that you use) in pursuit of the business contemplated by this RFP.</p>	<p>CDW•G holds all applicable unique state business license and tax certificates and follows all applicable laws to successfully transact business contemplated by the RFP across the U.S. and Canada.</p> <p>CDW•G has been International Organization for Standardization (ISO) certified since 2001 with a mature, well-defined Quality Management Systems (QMS) that includes continued compliance to the following ISO Standards: ISO 9001:2015, ISO 14001:2015, ISO/IEC 20243, ISO 27001:2013, and ISO 28000:2007. The following is a summary of the scope of CDW's ISO certifications and areas of compliance across our organization to benefit all our customers:</p> <p>ISO 9001:2015 – Quality Management System: Sales, configuration, and support of computer and related technology within both of CDW's Configuration Centers.</p> <p>ISO 14001:2015 – Environmental Management System: The environmental activities related to product/service management, inventory control, shipping, returns management, and receiving for computers and related technologies, excluding the office, cafeterias, and the lessee area.</p> <p>ISO/IEC 20243 – Information Technology: Complies with the requirements in the Open Trusted Technology Provider Standard (O-TTPS).</p> <p>ISO 27001:2013 – Information Security Management System: Provision of product sales to CDW customers, including all backbone functions and support of computer and related technology.</p> <p>ISO 28000:2007 – Supply Chain Security Management System: The planning, delivery and oversight of secure supply chain management and supporting activities in the U.S.</p> <p>CDW•G undergoes annual third-party audits to demonstrate compliance with multiple regulatory and compliance frameworks including:</p> <ul style="list-style-type: none"> AICPA Service Organization Control Reports, formerly SAS 70 Reports (AIPCA SOC) Control Objectives for Information and Related Technology (COBIT 5) European Union, General Data Protection Regulation (EU GDPR) Health Insurance Portability and Accountability (HIPAA) IT Infrastructure Library (ITIL) National Institute of Standards and Technology (NIST) Payment Card Industry (PCI) Level 1 <p>And finally, CDW•G complies with periodic audits to maintain Managed Service Provider designation including:</p> <ul style="list-style-type: none"> Amazon Web Services (AWS) Google Cloud Platform (GCP) Microsoft Azure <p>With the most recent internal survey, CDW•G coworkers hold more than 15,000 technology and process certifications, including:</p> <ul style="list-style-type: none"> IT Infrastructure Library (ITIL) Level 4: Foundation, Managing Professional, Strategic Leader, and Master Level Lean Six Sigma: White Belt, Yellow Belt, Green Belt, and Black Belt Project Management Institute (PMI): Project Management Professional (PMP), Risk Management Professional (RMP), Program Management Professional (PgMP), and Certified Associate in Project Management (CAPM) SCRUM: Certified Scrum Master, and Certified Scrum Product Owner <p>CDW•G employs a dedicated Vendor Accreditations Coordinator (VAC) responsible for monitoring coworker technical and vendor sales certifications in line with our manufacturer partner accreditations. The VAC is part of our Vendor Alliances Department, with named Vendor Managers for all major OEMs. The VAC uses vendor reports and internal tracking tools to execute gap analysis, create qualification road mappings, and monitor certifications and status.</p>
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18	Provide all "Suspension or Debarment" information that has applied to your organization during the past ten years.	<p>CDW•G holds all applicable unique state business license and tax certificates and follows all applicable laws to successfully transact business contemplated by the RFP across the U.S. and Canada.</p> <p>CDW•G has been International Organization for Standardization (ISO) certified since 2001 with a mature, well-defined Quality Management Systems (QMS) that includes continued compliance to the following ISO Standards: ISO 9001:2015, ISO 14001:2015, ISO/IEC 20243, ISO 27001:2013, and ISO 28000:2007. The following is a summary of the scope of CDW's ISO certifications and areas of compliance across our organization to benefit all our customers:</p> <p>ISO 9001:2015 – Quality Management System: Sales, configuration, and support of computer and related technology within both of CDW's Configuration Centers.</p> <p>ISO 14001:2015 – Environmental Management System: The environmental activities related to product/service management, inventory control, shipping, returns management, and receiving for computers and related technologies, excluding the office, cafeterias, and the lessee area.</p> <p>ISO/IEC 20243 – Information Technology: Complies with the requirements in the Open Trusted Technology Provider Standard (O-TTPS).</p> <p>ISO 27001:2013 – Information Security Management System: Provision of product sales to CDW customers, including all backbone functions and support of computer and related technology.</p> <p>ISO 28000:2007 – Supply Chain Security Management System: The planning, delivery and oversight of secure supply chain management and supporting activities in the U.S.</p> <p>CDW•G undergoes annual third-party audits to demonstrate compliance with multiple regulatory and compliance frameworks including:</p> <ul style="list-style-type: none"> AICPA Service Organization Control Reports, formerly SAS 70 Reports (AICPA SOC) Control Objectives for Information and Related Technology (COBIT 5) European Union, General Data Protection Regulation (EU GDPR) Health Insurance Portability and Accountability (HIPAA) IT Infrastructure Library (ITIL) National Institute of Standards and Technology (NIST) Payment Card Industry (PCI) Level 1 <p>And finally, CDW•G complies with periodic audits to maintain Managed Service Provider designation including:</p> <ul style="list-style-type: none"> Amazon Web Services (AWS) Google Cloud Platform (GCP) Microsoft Azure <p>With the most recent internal survey, CDW•G coworkers hold more than 15,000 technology and process certifications, including:</p> <ul style="list-style-type: none"> IT Infrastructure Library (ITIL) Level 4: Foundation, Managing Professional, Strategic Leader, and Master Level Lean Six Sigma: White Belt, Yellow Belt, Green Belt, and Black Belt Project Management Institute (PMI): Project Management Professional (PMP), Risk Management Professional (RMP), Program Management Professional (PgMP), and Certified Associate in Project Management (CAPM) SCRUM: Certified Scrum Master, and Certified Scrum Product Owner <p>CDW•G employs a dedicated Vendor Accreditations Coordinator (VAC) responsible for monitoring coworker technical and vendor sales certifications in line with our manufacturer partner accreditations. The VAC is part of our Vendor Alliances Department, with named Vendor Managers for all major OEMs. The VAC uses vendor reports and internal tracking tools to execute gap analysis, create qualification road mappings, and monitor certifications and status.</p>
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Table 3: Industry Recognition & Marketplace Success

Line Item	Question	Response *
19	Describe any relevant industry awards or recognition that your company has received in the past five years	<p>Over more three decades in business, CDW has been consistently recognized for our excellence within the industry as well as creating a positive and successful workplace culture. Below is a selection of recognition received by CDW since 2019:</p> <p>2023 (as of November):</p> <ul style="list-style-type: none"> Named to inaugural World's Best Companies list – TIME Recognized as part of World's Best Employers list – Forbes Recognized as a 2024 Best Places to Work in IT – Foundry's Computerworld Named among 2023 Best Places to Work, Best Large Places to Work, Chicago – Built In Recognized as one of America's most JUST Companies – JUST Capital Recognized among America's Top Corporations for Women's Business Enterprises – Women's Business Enterprise National Council (WBENC)

Named among Best Employers for Diversity and Best Employers for New Graduates – Forbes
 Ranked #4 on CRN's 2023 Solution Provider 500 list for 2023 – CRN, a brand of The Channel Company
 Ranked #10 ranking out of 501 premier managed service providers (MSPs) for 2023 – Channel Futures
 Earned a top score of 100 for 2023 – Disability Equality Index (DEI)
 Ranked #37 in the Global Top 100 IT Vendors list for 2022 – Gartner
 CDW and CEO Chris Leahy awarded the CEO Excellence in Gender Equity and Diversity Award – Women Business Collaborative
 Honored with Corporate Champion Award – 1871
 Recognized as part of World's Best Employers list – Forbes
 CDW Canada named Top Solution Provider of the Year – Channel Daily News
 CDW received Channel Innovation Award – Channel Daily News

2022

Named in list of the Best Places to Work in 2022 for large U.S. companies – Glassdoor Employees' Choice Awards
 Named one of the Best Places to Work for Disability Inclusion – 2022 Disability Equality Index®
 Ranked on 2022 MSP 501– Channel Futures
 Selected for 2022 list of World's Best Employers – Forbes
 Named to World's Top Female-Friendly Companies list – Forbes
 Highlighted as part of annual Best Companies for Women list – Fairygodboss
 Named to the 2022 Best for Vets: Employers list – Military Times
 Named to 2022 Best of the Best Top Veteran-Friendly Companies list – U.S. Veterans Magazine
 Ranked #11 of 100 companies for ESG reputation as part of the 2022 RepTrak 100 ESG rankings – Nasdaq
 Ranked 9th among large organizations on the Best Places to Work in IT list – Foundry's Computerworld
 Received Global Customer Value Leadership Award – Frost & Sullivan
 CDW Canada named Top Solution Provider of the Year on the Top 100 Solution Providers list – Channel Daily News

2021

Named in list of the Best Places to Work in 2021 for large U.S. companies – Glassdoor Employees' Choice Awards
 Named to list of America's Best Employers for 2021 – Forbes
 Named as a 2022 Best Places to Work in IT – IDG's Insider Pro and Computerworld
 CDW Canada named Top Solution Provider of the Year on the Top 100 Solution Providers list – Channel Daily News

2020

Named as a 2021 Best Places to Work in IT – IDG's Insider Pro and Computerworld
 Named a Culture Champion – MIT Sloan Management Review and Glassdoor Culture 500.
 CDW Canada named Top Solution Provider of the Year on the Top 100 Solution Providers list – Channel Daily News.

2019

CDW achieved membership in the Billion Dollar Roundtable (BDR), joining an exclusive group of U.S.-based companies that have procured more than \$1 billion annually from minority- and women-owned businesses on a first-tier basis.
 Named to Future 50 – Fortune
 Named as a 2020 Best Places to Work in IT – IDG's Insider Pro and Computerworld
 Earned a perfect score of 100 on the Corporate Equality Index – Human Rights Campaign Foundation
 Named a Best for Vets Employer – Military Times
 Recognized as one of the Best Companies for Women in 2019 – Fairygodboss
 Ranked No. 5 on the 2019 edition of the Solution Provider 500 – CRN
 CDW Canada named the No. 2 Solution Provider of the Year, and Scalar, a CDW Company, the Top Storage Provider of the Year – Canada's Channel Daily News
 Received an Employees' Choice Award – Glassdoor
 Named one of America's Most JUST Companies for 2020 – Forbes and JUST Capital
 Recognized in Military Friendly Employers list – VIQTORY
 Recognized as one of the Top 60 Veteran and Military-Friendly Employers in 2020– Recruitics
 Named in list of the Best Places to Work in 2020 for large U.S.

		<p>companies – Glassdoor Employees’ Choice Awards CDW Canada named Top Solution Provider of the Year on the Top 100 Solution Providers list – Channel Daily News.</p>	
20	<p>What percentage of your sales are to the governmental sector in the past three years</p>	<p>Below we have provided the percentage of sales for CDW along with its subsidiaries, CDW•G, and CDW Canada, related to the government sector over the past three years.</p> <p>2022 CDW: 10.8% CDW•G: 37% CDW Canada: 10.6%</p> <p>2021 CDW: 10.4% CDW•G: 26% CDW Canada: 9%</p> <p>2020 CDW: 16.1% CDW•G: 30% CDW Canada: 9.4%</p>	*
21	<p>What percentage of your sales are to the education sector in the past three years</p>	<p>Below we have provided the percentage of sales for CDW along with its subsidiaries, CDW•G, and CDW Canada, related to the education sector over the past three years.</p> <p>2022 CDW: 15.2% CDW•G: 42% CDW Canada: 5.2%</p> <p>2021 CDW: 19.7% CDW•G: 50% CDW Canada: 6%</p> <p>2020 CDW: 18.7% CDW•G: 42% CDW Canada: 6.6%</p>	*

<p>22</p>	<p>List any state, provincial, or cooperative purchasing contracts that you hold. What is the annual sales volume for each of these contracts over the past three years?</p>	<p>CDW•G and CDW Canada actively participate in state, provincial, and cooperative purchasing organizations across Public Sector. Neither CDW•G nor CDW Canada, as a practice, share individual cooperative contracts sales information. A representative listing of organizations and contracts is below.</p> <p>CDW•G:</p> <ul style="list-style-type: none"> Alabama Joint Purchasing (ALJP) BuyQ National Charter School Contract California Department of General Services (DGS) Laptops/Desktops California IT in Education Association (CITE) Google Workspace CalSAVE Central Indiana Education Services Center (CIESC) County of Riverside – Microsoft E&I Cooperative Services Educational Service Commission of NJ (ESCNJ) Fairfax County Hardware and Software Florida Technology Refresh Program – Seminole State College Illinois Public Higher Education (IPHEC) Internet 2 Consortium Iowa Board of Regents Massachusetts Statewide Contracts – ITS75, ITC73, ITT72, ITS78 Michigan Computing Program (MMCP) Mid-South Independent School Business Officers (MISBO) Midwestern Higher Education Compact (MHEC) Midwestern Higher Education Compact (MHEC) Massachusetts NASPO ValuePoint Audio Video Equipment and Supplies Cloud Solutions Software Value Added Reseller (SVAR) New York City Department of Education (NYC DOE) New York Office of General Services (NY OGS) Omnia Partners Pennsylvania Education Purchasing Program for Microcomputers (PEPPM) Regional Education Media Centers (REMC) Association of Michigan School Project for Utility Rate Reduction (SPURR) Texas Department of Information Resources (DIR) The Association of Educational Purchasing Agencies (AEPA) The Interlocal Purchasing System (TIPS) The Quilt US Educational Technology Purchasing Alliance (USETPA) Wisconsin Counties Association (WCA) <p>CDW Canada:</p> <ul style="list-style-type: none"> Ontario Education Collaborative Marketplace (OECM) End-User Computing Devices and Services Software License Products and Related Services Networking Products and Related Services Vulnerability Assessment and Penetration Testing Services HealthPRO Contract for the Supply of Clinical Procedure Carts Healthcare Materials Management Services (HMMS) End User Computing Devices and Related Technologies Kinetic GPO RFSO Contract Information Technology Solutions Focused Education Resources End User Computing Devices (EUCD) Agreement IT Professional Services Agreement Ontario Ministry of Public and Business Service Delivery IT Security Products & Services University of Toronto Supply of Apple Products Agreement BCNET IT Professional Services Roster for Cybersecurity Core & Edge Switches - Juniper IT Professional Services Roster for Network Services IT Professional Services Roster for Infrastructure Services Government of British Columbia IT Services Vendor of Record <p>Contracts held by OEM partners under which CDW Canada is enabled:</p> <ul style="list-style-type: none"> Centre d'Aquisitions Gouvernementales (CAG) Lenovo Infrastructure Agreement Cybera Networking Agreement
<p>23</p>	<p>List any GSA contracts or Standing Offers and Supply Arrangements (SOSA) that you hold. What is the annual sales volume for each of these contracts over the past three years?</p>	<p>CDW•G holds GSA Schedule 70, Contract 47QTCA18D004K, open to all federal and civilian agencies, state and local agencies, and public schools in the U.S. Annual sales volume for the past three full years are as follows:</p> <ul style="list-style-type: none"> 2022: \$16,157,839.15 2021: \$19,423,532.00 2020: \$16,483,017.34

Table 4: References/Testimonials

Line Item 24. Supply reference information from three customers who are eligible to be Sourcewell participating entities.

Entity Name *	Contact Name *	Phone Number *	
Hamilton County Schools	David McNish, E-Rate/Tech Purchasing Admin	423.498.6593	*
Ohio State University	Jen March-Wackers, Executive Director, IUC Purchasing Group	614.688.2289	*
San Diego Sheriff's Department	Ashish Kakkad, Chief Technology Officer	858.692.9089	*

Table 5: Top Five Government or Education Customers

Line Item 25. Provide a list of your top five government, education, or non-profit customers (entity name is optional), including entity type, the state or province the entity is located in, scope of the project(s), size of transaction(s), and dollar volumes from the past three years.

Entity Name	Entity Type *	State / Province *	Scope of Work *	Size of Transactions *	Dollar Volume Past Three Years *	
Government	Government	New York - NY	Complete CDW Technology Catalog Offering Covers Category 1, 2 and 3 offerings	Ranging from single, hundred-dollar transactions to enterprise-wide multi-million dollar solutions	\$250MN- \$500MN	*
Education	Education	New York - NY	Chromebooks and Accessories; Device Refresh; AV Solutions and Installation; Print; Server/Storage; Professional Development; Classroom Furniture; Charging Carts; and Software Solutions	Ranging from single, hundred-dollar transactions to enterprise-wide multi-million dollar solutions	\$100MN to \$250MN	*
Government	Government	Pennsylvania - PA	Complete CDW Technology Catalog Offering Covers Category 1, 2 and 3 offerings	Ranging from single, hundred-dollar transactions to enterprise-wide multi-million dollar solutions	\$193,086,528	*
Education	Education	Illinois - IL	Building Automation Solutions; Software Solutions; AV Solutions and Installation; Server/Storage; Print; Endpoint Security; Chromebooks and Accessories; Device Refresh; Windows Devices; Charging Carts; and Professional Development	Ranging from single, hundred-dollar transactions to enterprise-wide multi-million dollar solutions	\$146,619,213	*
Government	Government	South Carolina - SC	Complete CDW Technology Catalog Offering Covers Category 1, 2 and 3 offerings	Ranging from single, hundred-dollar transactions to enterprise-wide multi-million dollar solutions	\$142,166,726	*

Table 6: Ability to Sell and Deliver Service

Describe your company's capability to meet the needs of Sourcewell participating entities across the US and Canada, as applicable. Your response should address in detail at least the following areas: locations of your network of sales and service providers, the number of workers (full-time equivalents) involved in each sector, whether these workers are your direct employees (or employees of a third party), and any overlap between the sales and service functions.

Line Item	Question	Response *

26	Sales force.	<p>CDW•G provides a sales force that is segmented to specifically support the unique needs and challenges of Sourcewell Members in business segments including nonprofit, federal government, state and local government, K-12 education, and higher education. A breakdown of our U.S. sales force is as follows:</p> <p>Nonprofit: We are a technology solutions partner to more than 5,000 nonprofit organizations.</p> <ul style="list-style-type: none"> 50+ dedicated nonprofit strategists and advisors 20+ nonprofit technology specialists <p>Federal Government: We are the largest reseller serving federal agencies. We are a technology partner to defense, intelligence, and civilian agencies with more than two decades of experience. CDWG is also a trusted integrator of National Security Agency (NSA) Commercial Solutions for Classified (CSfC) program.</p> <ul style="list-style-type: none"> 299 federal-focused account professionals <p>State and Local Government: We are a technology solutions and services provider to state and local governments, public libraries, and first responders.</p> <ul style="list-style-type: none"> 202 dedicated account professionals <p>K-12: We are a partner and advisor to more than 15,000 schools including public, private, charter, and parochial.</p> <ul style="list-style-type: none"> 400 dedicated K-12 account professionals 12 strategists and learning environment advisors made up of former educators, administrators, chief technology officers, and instructional technologists 3 education ambassadors covering state departments of education, K-12, and higher education 8 professional development experts 10 Esports specialists <p>Higher Education: We serve more than 2,800 institutes of higher education including large public university systems, small private schools, technical and trade schools, and community colleges.</p> <ul style="list-style-type: none"> 198 dedicated account specialists <p>Headquartered in Vernon Hills, Illinois, CDW has 53 offices throughout the U.S. and Canada where CDW•G and CDW Canada sales force support Sourcewell Members.</p> <p>Beyond our executive office and Eastern distribution center in Vernon Hills, Illinois, and our Western distribution center in North Las Vegas, Nevada, our U.S. offices are located in: Tempe, Arizona; Glendale, Irvine, and San Diego, California; Centennial, Colorado; Shelton, Connecticut; Washington D.C.; Boca Raton and Tampa, Florida; Chicago, Elk Grove, and Rosemont, Illinois; Carmel, Indiana; West Des Moines, Iowa; Overland Park, Kansas; Columbia and Crofton, Maryland; Detroit and Grand Rapids, Michigan; Bloomington, Minnesota; St. Louis, Missouri; Omaha, Nebraska; Holmdel and Cherry Hill, New Jersey; Liverpool and Pittsford, New York; Charlotte, Greensboro, and Raleigh, North Carolina; Cincinnati, Cleveland, and Columbus, Ohio; Portland, Oregon; Greenville, South Carolina; Sioux Falls, South Dakota; Nashville, Tennessee; Austin, Houston, Plano, and San Antonio, Texas; Midvale, Utah; McLean, Virginia; Bellevue and Seattle, Washington; and Appleton, Madison, and Milwaukee, Wisconsin.</p> <p>CDW Canada has 9 regional offices, located in Calgary, Edmonton, Montreal, Ottawa, Etobicoke (HQ), Toronto, Vancouver, Victoria, and Winnipeg, with 900+ Sales and Service Professionals. Market coverage is segmented by solutions including, cloud platforms, networking and digital workspace, modern data center, partner management, and managed services.</p> <p>CDW Canada currently works with more than 4,500 actively-buying public sector customers. Presently, there are more than 50 account managers and more than 20 field account executives comprised of advanced technology account executives and enterprise account executives catering to the public sector.</p>
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27	Dealer network or other distribution methods.	<p>As a leading multi-brand provider of technology solutions and services, CDW•G partners with more than 1,000 original equipment manufacturers (OEMs) and publishers to help ensure customers receive the right technology solution at the right time for the right outcome.</p> <p>Our two distribution centers – Central Distribution Center in Illinois and Western Distribution Center in Nevada – have a combined space of nearly one million square feet with a combined workforce of 570 coworkers. Working 24 hours a day, five days a week, our distribution centers operate more than 5 miles of conveyors feeding a tip-tray sortation system. Our logistics capabilities result in exceptional delivery outcomes for our customers: 94 percent of orders placed by sales shipping within 24 hours; 98 percent bin accuracy rate with product/quantity correct; and 99.3 percent shipment accuracy rate – all contributing to more than 24 complete inventory turns annually.</p> <p>We receive, on average, more than 100,000 units daily via more than 40 tractor trailers with an average value of \$20M and proudly boast of our receipt-to-stock time of less than 2 hours. Outbound numbers are equally notable with almost 100,000 units loaded onto more than 30 outbound trailers daily. Nearly all the 3,500 inbound customer returns are processed at Central Distribution Center, with 95 percent of those processed in 24 hours.</p> <p>CDW also maintains facilities in Canada with more than 900 coworkers and can deliver anywhere in the country. We attribute this to our strategic relationships with the industry's top distributors, with locations in Toronto, Mississauga, Calgary, and Vancouver. CDW Canada enjoys proprietary logistics programs with these distributors — which are made available only to CDW Canada customers. CDW Canada has access to more than \$500 million in inventory through our distribution partner.</p>
28	Service force.	<p>CDW•G offers full-stack engineering services teams to help accelerate innovation, enhance customer experience, and optimize collaboration while also delivering agility and cost efficiencies. More than 3,000 coworkers worldwide are focused on our integrated technology solutions, including:</p> <ul style="list-style-type: none"> 1,000 solution architects 2,000 expert engineers 300 software engineers <p>Our service professionals are deployed into all segments. Our focus on technology is demonstrated by more than 15,000 technology and process certifications attained by our coworkers.</p> <p>Sourcewell Members can access support for our services at our 53 offices throughout the U.S. and Canada.</p> <p>Our U.S. offices include Tempe, Arizona; Glendale, Irvine, and San Diego, California; Centennial, Colorado; Shelton, Connecticut; Washington D.C.; Boca Raton and Tampa, Florida; Chicago, Elk Grove, and Rosemont, Illinois; Carmel, Indiana; West Des Moines, Iowa; Overland Park, Kansas; Columbia and Crofton, Maryland; Detroit and Grand Rapids, Michigan; Bloomington, Minnesota; St. Louis, Missouri; Omaha, Nebraska; Holmdel and Cherry Hill, New Jersey; Liverpool and Pittsford, New York; Charlotte, Greensboro, and Raleigh, North Carolina; Cincinnati, Cleveland, and Columbus, Ohio; Portland, Oregon; Greenville, South Carolina; Sioux Falls, South Dakota; Nashville, Tennessee; Austin, Houston, Plano, and San Antonio, Texas; Midvale, Utah; McLean, Virginia; Bellevue and Seattle, Washington; and Appleton, Madison, and Milwaukee, Wisconsin.</p> <p>CDW Canada has 9 regional offices, located in Calgary, Edmonton, Montreal, Ottawa, Etobicoke (HQ), Toronto, Vancouver, Victoria, and Winnipeg.</p> <p>Along with our local branches, we have a network of more than 1,200 services professionals and a fast-growing network of trusted service and solutions partners — all trained to follow the same consistent approach, processes, methodologies, and professional manner of CDW-badged engineers — to ensure Sourcewell Members receive the full attention and resources they deserve.</p> <p>With an eye to future demands and increasing complexities of technology, we have expanded our available services through strategic acquisitions that have magnified our presence as a leading solutions provider. Over the past five years, the following acquisitions have further enabled us to solve increasingly interconnected and complex technology challenges:</p> <p>On February 1, 2019, CDW Canada completed the acquisition of Scalar Decisions Inc., a leading IT solutions provider in Canada. This strategic acquisition expanded our CDW Canada solutions and services portfolio, extended our in-market presence across Canada, and enhanced the value that we deliver to our customers.</p> <p>In October of 2019, CDW acquired Apris, Inc. (Apris), a distinguished IT</p>

service management solutions provider and ServiceNow Elite Partner. ServiceNow is a leader in IT service management and digital workflow platform space and is increasingly being used by our customers to drive digital transformation across their organizations. Aprtis' talent and expertise further expanded CDW's services capabilities in this fast-growing segment of the IT market and enhanced the value that we can deliver to our customers.

In July of 2020, CDW acquired IGNW, a leading provider of cloud-native services, software development and data orchestration capabilities. The acquisition expanded CDW's cloud-native professional services and deepened its technical skillset.

In December 2020, CDW acquired assets of Aeritae, a ServiceNow Elite Partner and Southern Dakota Solutions, a specialist in IT Asset Management design and implementation. The acquisition further strengthened CDW's services capabilities and deepened its consulting expertise.

In March of 2021, CDW acquired Amplified IT, a leading education-focused consultancy that brings a blend of technical skills and knowledge to the K12 and Higher Education markets. The acquisition enhanced CDW's services and solutions capabilities in education.

In August of 2021, CDW acquired Focal Point Data Risk, a leading provider of cybersecurity services with customers across a diverse set of industries. The acquisition accelerated CDW's platform for world-leading identity and access management, cybersecurity consulting, and talent development business.

In December of 2021, CDW acquired Sirius Computer Solutions, Inc. (Sirius), a leading provider of secure, mission-critical technology-based solutions. Sirius' services and solutions capabilities in key growth areas, including hybrid infrastructure, security, digital and data innovation, and cloud and managed services enhance the breadth and depth of CDW's services and solutions offerings.

As of February 21, 2023, CDW acquired Locus Recruiting LLC (Locus), an experienced consulting team specializing in information security, cloud computing, networking, and infrastructure. The acquisition has accelerated CDW's services capabilities and deepened its consulting expertise.

As of June 6, 2023, CDW acquired Enquizit, an experienced provider of AWS cloud services that solve customer challenges and deliver meaningful outcomes through innovative technical solutions. The acquisition has provided additional capabilities to the CDW Public Sector Cloud Services Practice and enables CDW to accelerate its public sector customers' cloud strategies.

29	Describe the ordering process. If orders will be handled by distributors, dealers or others, explain the respective roles of the Proposer and others.	<p>Sourcewell Members place their orders with CDW•G directly through Rubi, our online customer portal. We also accept orders via e-procurement , Purchase Order (email, fax, U.S. mail), leasing, financing, and credit cards.</p> <p>Authorized users use their Rubi account on www.cdw.com to purchase products quickly and easily. Rubi's cart and checkout features enable users to:</p> <ul style="list-style-type: none"> Quickly add items to their cart for purchase Save time on re-orders Share shopping carts with colleagues Estimate shipping costs with the Shipping Calculator option before checking out <p>Standard Checkout: Users select shipping, billing, and payment options as they go through the checkout process. From the shopping cart page a user can:</p> <ul style="list-style-type: none"> Add more items to the cart Adjust quantities Save the cart for future purchase Save the cart as a bundle that can be re-purchased Email the cart to a colleague Create a standard quote Check out using the standard checkout feature <p>Custom Catalogs: Sourcewell Members can view and purchase from CDW's entire online catalog of products on www.cdw.com, or a designated Administrator can create customized catalogs with specific product offerings from which users may purchase. The Administrator can assign rights to specific catalogs to specific groups of users, making it easy for users to select approved products.</p> <p>The Custom Catalogs feature lets the Administrator efficiently create catalogs using one or more established rules. These rules determine what products to include in a catalog based on a variety of criteria including part numbers, past purchases, company favorites, approved products, contracts, or search criteria.</p> <p>Order Status: The Order Status feature of the Rubi portal provides complete order status information with time saving links. This feature enables users to:</p> <ul style="list-style-type: none"> View all recent orders (from the past month to as far back as three years) Search for a specific order by P.O. number, order number, purchaser, or purchase date View order and invoice details Filter orders according to any of the following criteria: <ul style="list-style-type: none"> Cancelled All Items Shipped Some Items Shipped Not Yet Shipped Backordered Item(s) Processing Orders View individual shipment details and tracking information Add mobile number to get delivery SMS text message notifications Print a copy of a packing list or original invoice Repurchase a past order Download a report to Microsoft Excel with all open orders Initiate a product return
30	Describe in detail the process and procedure of your customer service program, if applicable. Include your response-time capabilities and commitments, as well as any incentives that help your providers meet your stated service goals or promises.	<p>The foundation of CDW•G's customer service program is the account team, including dedicated account managers who are the first point of reference for any questions or issues a customer faces. Sourcewell Members have easy access to their account manager through email, phone, text, or online chat.</p> <p>As a backup to their account team, Sourcewell Members have access to CDW•G customer relations, technical support, and site support via online chat, email, and phone from Monday through Friday during the following hours:</p> <p>Orders, Quotes & Availability</p> <ul style="list-style-type: none"> Online Chat: 8 a.m. to 7 p.m. CT Email (cdwsales@web.cdw.com): Reply within 24 hours Phone (800.800.4239): 7 a.m. to 7 p.m. CT <p>Status, Returns & Billing</p> <ul style="list-style-type: none"> Online Chat: 7 a.m. to 6 p.m. CT Email (CustomerRelations@web.cdw.com): Reply within 24 hours Phone (866.782.4239): 7 a.m. to 9 p.m. CT <p>Sign In, Password & Settings</p> <ul style="list-style-type: none"> Online Chat: 7 a.m. to 6 p.m. CT Email (e-account@web.cdw.com): Reply within 24 hours Phone (888.239.7270): 7 a.m. to 6 p.m. CT <p>Technical Support</p>

Online Chat: 7 a.m. to 7 p.m. CT
 Email (support@cdw.com): Reply within 24 hours
 Phone (800.383.4239): 7 a.m. to 6 p.m. CT

Managed Services Support
 Email (CDW-ECC@cdw.com): Reply within 24 hours
 Phone (866.239.7270): 7 a.m. to 6 p.m. CT

Customer relations representatives complete a 6 to 8-week training program upon hire, ensuring quality and consistency across the department. We source candidates with customer service experience and a dedicated trainer provides individual and group training. We offer career paths within this department, helping us retain talent and experience.

Escalation Plan

CDW•G's unyielding focus on customer satisfaction empowers all coworkers with a detailed communication plan, clear escalation path, and issue resolution guidelines and practices to address customer issues and concerns. Should an account manager be unable to resolve any issue, they can escalate promptly, first to their sales manager, then to their sales director, on their vice president, and above. At each step, additional resources are engaged, and data is collected as needed. Sourcewell Members can rest assured that each situation is carefully reviewed and identified promptly to ensure rapid and complete resolution. Following resolution of escalated issues, root cause analysis exercises help determine cause and, when necessary, identify preventative measures such as training or system edits that can be put into place promptly.

Post-sales escalations, such as tracking lost packages, submitting claims to carriers, and closing the loop on any Return Merchandise Authorizations (RMAs) and dispatching replacements for damaged or defective products, etc., are resolved through CDW•G's customer relations representatives.

Customer relations supervisors execute reviews on all customer relations representatives' activity at the end of the day to ensure customer issues are handled promptly and thoroughly. Customer relations Quality Analysts review 20 cases per customer relations representative per month to monitor quality metrics, identify and share best practices, and suggest updates to processes or training.

Customer Service Metrics

Excellence in customer service is a top priority for CDW. We have quality controls and metrics in place to ensure high quality standards across the organization. We track and monitor a variety of service metrics and ratios daily to ensure we provide continuous, high-quality customer service. We adjust and evaluate process changes, as needed, when we see increased volume of a particular issue.

Loyal customers are the backbone of our business. CDW understands that loyalty hinges upon the quality of the end-to-end experience with us. Since 2000, with our Customer Feedback Program, we issue a semi-annual survey which gathers experiential information on customer-facing departments including shipping, customer relations, and the customer's Sales team. Customers assess key touch points and high-level company characteristics.

Customers are selected on a random basis to participate in the surveys. If a customer provides a response that is ranked poor or fair, a specialist from CDW's Quality Assurance team will contact the customer to determine the reason for their unsatisfactory response and offer additional action to rectify the problem. We also issue weekly surveys to provide real-time feedback that assist new customers and those with fewer employees. As a testament to our dedication to customer service, CDW is a past winner of the Forrester Groundswell Award for B2B Listening.

Recent results based on a percentage of Excellent/Very Good ratings show:

- Overall Performance Account Manager: 85 percent
- Customer Service Staff: 82 percent
- Delivery Process: 81 percent

*Scale: Excellent, Very Good, Good, Fair, Poor

31	Describe your ability and willingness to provide your products and services to Sourcewell participating entities in the United States.	CDW•G is willing and able to provide our products and services to Sourcewell participating entities in the U.S. In addition, we have the capabilities to support those entities should they have international needs, such as colleges and universities with global campuses. We operate from four international hubs, and each year export to more than 150 countries.
32	Describe your ability and willingness to provide your products and services to Sourcewell participating entities in Canada.	CDW•G is willing and able to provide our products and services to Sourcewell participating entities in Canada. As with our U.S. offerings, we offer support to those that may have international locations and needs.

33	Identify any geographic areas of the United States or Canada that you will NOT be fully serving through the proposed contract.	There are no geographic areas of the United States or Canada that CDW•G is unable to support.	*
34	Identify any Sourcewell participating entity sectors (i.e., government, education, not-for-profit) that you will NOT be fully serving through the proposed contract. Explain in detail. For example, does your company have only a regional presence, or do other cooperative purchasing contracts limit your ability to promote another contract?	CDW•G is proud to serve all participating entity sectors served through the current and proposed contract, including customers in the government, education, and not-for-profit sectors.	*
35	Define any specific contract requirements or restrictions that would apply to our participating entities in Hawaii and Alaska and in US Territories.	Participating entities in Hawaii, Alaska, and in U.S. Territories have full access to CDW•G technology solutions and services with no specific contract requirements or restrictions.	*

Table 7: Marketing Plan

Line Item	Question	Response *	
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36	<p>Describe your marketing strategy for promoting this contract opportunity. Upload representative samples of your marketing materials (if applicable) in the document upload section of your response.</p>	<p>CDW•G understands and appreciates Sourcewell's vision to 'provide leading solutions that empower community success.' CDW•G has dedicated marketing teams that align with our public sector business units that develop and execute demand-generation marketing strategies and programs. The marketing team leverages marketing technologies to create virtual events, emails, and digital campaigns designed to build awareness, develop customer engagement, and generate demand for products and services by nurturing leads to conversation.</p> <p>With contract-specific targeted strategies, combined with industry-standard best practices, actions, and activities, CDW•G delivers a comprehensive contract marketing and support plan positioning us to serve Sourcewell Members across the U.S. and Canada.</p> <p>Actions already in place for our current Sourcewell Technology Catalog Contract will continue uninterrupted, for compounding benefit. Our contract marketing strategy includes advertising and cobranding efforts, event attendance and support, publications and social media, purposeful contract launch, and focused contract growth and success efforts, each of which are detailed below.</p> <p>Advertising and Cobranding. A holistic marketing strategy focuses on the solution capabilities of CDW•G's Sourcewell portfolio of products and services. We work with internal and external marketing teams to profile CDW•G and partner-delivered technology products, services, and solutions. Custom contract and portfolio flyers are created for all business units and include detailed contract benefits and CDW•G contact information.</p> <p>Event Attendance and Support. CDW•G sponsors, attends, and presents at national, statewide, and local events focused across the Public Sector – Federal Government, State and Local Government, K-12 and Higher Education, and Public Safety, with audience-specific messaging, training, and education opportunities. We proudly display our Sourcewell materials and engage with customers to help them see the value of our contract solutions. A representative sample of large events where we market Sourcewell includes:</p> <p>Future of Education Technology Conference (FETC); EDUCAUSE; National Association of Education Procurement (NAEP) – National and Regional, State-based Digital Government Summits; National Sheriff's Association (NSA); National Police Association (NPA); and the International Society for Technology in Education (ISTE)</p> <p>Publications and Social Media. CDW•G partners with industry experts to publish sector-specific online and hardcopy magazines for State Government (StateTech), K-12 (EdTech Focus on K-12), and Higher Education (EdTech Focus on Higher Education). These publications deliver relevant content via print, blog, video case studies, and e-newsletters on topics including classroom, cloud, data center, hardware, software, security, and services. Working with our marketing teams, we will identify opportunities to profile Sourcewell Members' path to success with current challenges and solutions.</p> <p>Focused Contract Growth and Success Efforts. Dedicated resources from CDW•G Strategic Programs oversee outcome-based actions and activities to support continued growth and success for our Sourcewell portfolio. Actions and impact are tracked across sales and customer engagement. CDW•G Strategic Programs is actively engaged with developing and delivering customer-facing webinars on myriad topics, including by not limited to cyber and physical security, esports, professional services, wireless solutions, and more. The team also develops topical marketing campaigns across business units, analyzes customer spend (high, midrange, and low) to tailor customer outreach messages, and works with internal teams to ensure the CDW•G Sourcewell Member webpages are maximized.</p>
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37	Describe your use of technology and digital data (e.g., social media, metadata usage) to enhance marketing effectiveness.	<p>To help enhance marketing effectiveness, the Marketing team has developed digital programs that include digital events and campaigns that resonate with target audiences to drive higher engagement and optimize coordinated marketing and sales efforts. CDW•G uses Twitter, Facebook, and LinkedIn as additional avenues for marketing, education, updates, and general communication with Sourcewell Members. Active social media helps users stay informed with links, posts, and articles of interest in the way that they choose to receive information. CDW•G employees are educated on and encouraged to be active in social media; our Social Squad pushes customized content of interest to and through social media outlets including relevant articles, emerging technology news, information on available contracts and upcoming events in customer-specific markets. The Marketing team actively track and reports digital engagement.</p> <p>We also provide Sourcewell Members with access to CDW's curated information repository with more than 2,000 entries and counting across topics including cloud, data analytics, data center, digital workspace, hardware, networking, security, services, and software. Sourcewell Members may be directed to CDW's Research Hub (www.cdw.com/content/cdw/en/research-hub.html) stocked with meaningful and timely information delivered in the form of articles, interviews, step-by-step instructions, product information and comparison sheets, and presentations to help more clearly define a solution available through Sourcewell. Authored by our subject matter experts, articles help customers navigate and digest the overwhelming amount of data that comes at them every day as they work to define and understand technology solutions and services.</p> <p>Using tools like Kronologic – enabling AI-powered meeting scheduling – allows CDW•G to tailor messages to Sourcewell Members by customer set, topic, solution, and even time of the year. Messages include access to the dedicated account manager's calendar, which allows Sourcewell Members to schedule meetings at their convenience. Kronologic takes the guess work out of scheduling and even sends reminders and updates. A recent CDW Kronologic campaign enabled 800 meetings for 200 account managers in one week.</p>
38	In your view, what is Sourcewell's role in promoting contracts arising out of this RFP? How will you integrate a Sourcewell-awarded contract into your sales process?	<p>A key role for Sourcewell in promoting contracts arising from this RFP is maintaining an up-to-date website including detailed contract and contract information. This provides an easy way for Sourcewell Members to understand the contract offerings as well as connect with contract holders such as CDW•G. We also believe that participation in a variety of opportunities for connection – from conferences, such as H2O and Room to Grow, to webinars and podcasts – provides key chances for cobranding and introductions. Sourcewell also offers a state-of-the art recording and broadcasting studio, which can offer unique capabilities in promoting the contract to a wider audience.</p> <p>As a current partner, CDW•G is already experienced in promoting the Sourcewell contract. We intend to quickly integrate any updates or changes related to the new contract, utilizing tools like contract launch activities, with our CDW•G and CDW Canada operations.</p>
39	Are your products or services available through an e-procurement ordering process? If so, describe your e-procurement system and how governmental and educational customers have used it.	<p>CDW provides its technology solutions through e-procurement in the form of Rubi, which represents the evolution of our customer portal, online account center, and the digital enablement of our customers.</p> <p>Rubi supports governmental and educational customers and serves as a trusted digital advisor to Sourcewell Members, helping them plan, procure, and manage assets across their technology lifecycle with greater confidence and less complexity.</p> <p>From one central portal, configurable for relevance, Sourcewell Members can simplify the ordering process, access industry knowledge, and collaborate with technology experts to take more informed action on investments.</p> <p>Key features and functions of Rubi include:</p> <ul style="list-style-type: none"> Action Items: Receive reminders and notifications on new quotes, order approval requests, expiring payment methods, and more. Orders: View order status and keep tabs on what has shipped, is pending, awaits approval or is on backorder. Shipment Tracking: Drill down into process orders and access tracking numbers and ship status. Research Hub: Tap into industry insights to learn about the latest technology trends and solutions. Rubi Mobile App: Act on quotes and purchases, view and track orders, and approve orders from anywhere with this additional option. <p>Through the Security Settings feature, Rubi provides Sourcewell Members an efficient method for granting users control of and access to specific website features and information. This feature enables Sourcewell Members to:</p> <ul style="list-style-type: none"> Assign roles, restrictions, and permissions to individual users and groups of users. Grant users access to all products CDW•G offers or only to specific catalogs. Allow users to view only their quotes, orders, and purchase history. Grant users' rights to view multiple accounts. Assign responsibility for following established workflows as a purchaser or approver. Grant administrative rights to set up and maintain advanced website features including the Purchase Authorization System, Custom Catalogs, Asset Management, and

		<p>Security Settings.</p> <p>Using Rubi, Sourcewell Members have complete visibility into their technology history and the ability to access multiple features and complete tasks including:</p> <ul style="list-style-type: none"> Contacting their CDW•G team Placing orders Searching order history Managing assets Administering order approval workflows Defining and governing technology standards Viewing contract pricing <p>The Rubi homepage can be configured to a Sourcewell Member’s needs, saving time and putting the most important decision-making information at their fingertips, including:</p> <ul style="list-style-type: none"> Managing subscriptions Managing quotes Streamlining repeat purchases (bundles and favorites) Approving orders <p>Rubi also provides key insights to Sourcewell Members to help reduce guesswork and uncover opportunities for Sourcewell Members to accurately plan their technology implementations. These include:</p> <ul style="list-style-type: none"> Estimated time of arrival/inventory/supply chain insights to support implementation Order tracking Order status Current CDW Research Hub information <p>The Rubi portal also allows Sourcewell Members to access consolidated information for two or more related accounts online (for example, headquarters and departments). Upon request, account managers will assist in enabling administrators to view, place, and track orders across the organization without having to log on to multiple accounts and create quotes for multiple accounts. This helps centralize the purchasing process while letting administrators place and track orders by address and location.</p> <p>This capability allows access to the following types of information for accounts linked together:</p> <ul style="list-style-type: none"> Order status Quote activity Purchase history Financial reporting Purchase approval system <p>After purchase, Rubi allows Sourcewell Members to manage their hardware, software, and subscriptions purchased from CDW•G in the Asset Hub section of their Rubi portal on cdwg.com. The Asset Hub experience includes:</p> <ul style="list-style-type: none"> An asset overview page that shows a view of hardware and software assets purchased from CDW•G, including the total counts of products, asset age, and spend across asset type, category, and brand. A hardware overview page, where Sourcewell Members can view and filter across their hardware assets based on type, brand, asset age, and more. Additionally, Sourcewell Members can click on each line item to see more details. A hardware detail page, where Sourcewell Members will see information such as the quantity owned of a specific asset, technical specifications, availability, prior orders, and can also re-purchase quickly by using the “Buy Again” button. A software overview page, where Sourcewell Members will see software assets broken out across brands, can view total counts of software products and associated licenses and seats, and can quickly view upcoming renewals. Sourcewell Members can also access and filter a list of software assets and click to view more details. A software detail page, where Sourcewell Members can view license counts, product attributes, associated licenses for that asset based on order history, and renewal dates for renewable software assets. Additionally, from this page, Sourcewell Members can request a quote for a software renewal. A subscriptions page where Sourcewell Members can manage their software subscription assets, including renewal and adding/removing seats.
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Table 8: Value-Added Attributes

Line Item	Question	Response *
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40	Describe any product, equipment, maintenance, or operator training programs that you offer to Sourcewell participating entities. Include details, such as whether training is standard or optional, who provides training, and any costs that apply.	<p>Through our highest-level partnerships with leading OEMs, publishers, and service providers, CDW•G works to facilitate product, equipment, maintenance, and operator training programs that are customized to the needs of Sourcewell Members. These training programs are designed to deliver the exact skills customer teams needed to lead, support, and maximize the value of technology solutions in today's environment.</p> <p>As an example, and specific to CDW Education, our Learning Environment Advisors and Education Strategists help educators maximize the power of technology in the classroom with Blueprint to Design, a no charge consultation that provides a formal deliverable outlining the ideal learning environment combining technology and classroom infrastructure. In addition, we connect schools with leading-edge technology training available through our partners including the Palo Alto Cybersecurity Academy, available at no charge with complete curriculum and student exercises, and similar programs focused on professional development and academic enrichment.</p> <p>Any training program delivered is optional and based on the needs and/or requests by a Sourcewell Member, and costs are based on a variety of factors such as size and scope.</p>
41	Describe any technological advances that your proposed products or services offer.	<p>Aligned with leading technology solution providers from around the globe, CDW•G helps Sourcewell Members stay on track by co-developing emerging technology strategies. These strategies help give better insights into solution delivery, process optimization, and more.</p> <p>The CDW Emerging Tech practice helps Sourcewell Members enhance their technology experience, improve workplace safety, and reduce overhead costs. When technologies like the Internet of Things (IoT) are used with existing infrastructure, organizations can use Emerging Tech to help achieve business goals, drive innovation, and open doors to new solution strategies enabled with technology. Through Transformation Workshops, Sourcewell Members work with CDW•G subject matter experts to better understand data needs, determine return on investment, and evaluate foundational infrastructure to determine if any technical components should be retired, evolved, or added.</p> <p>Two public sector examples of CDW•G's commitment to maximizing advances in technology products and solutions are detailed below – Public Safety and Esports.</p> <p>Public Safety. Technology has come a long way from being merely a convenience to being a must-have for public safety. Today's offerings can raise operational efficiency, ease the constraints of distance, speed critical communication, and heighten safety for everyone. But transformation can be difficult. Between technology's rapid-fire changes and public safety's inherent rules, needs and challenges, Sourcewell Members need a special kind of knowledge to make IT perform — without having to be an expert.</p> <p>CDW•G's Public Safety Technology Strategists help guide customers to the most impactful choices – addressing requirements, policies, and strategies, with outcome-based design and implementation. Our public safety capabilities include:</p> <p>Video. Cut travel time. Create force multipliers. Raise situational awareness and speed response. Do remotely what was once possible only in person with solutions that include in-vehicle video, capture, and management; body-worn cameras; interview room monitoring; fixed security; surveillance; analytics; collaboration and telepresence; and case management.</p> <p>Mobility. Accelerate collaboration and communication from anywhere with mobile data; laptops and tablets; data collection and scanners; mobile printing; GPS and automatic vehicle location; mobile access routers; Wi-Fi solutions; advanced authentication; VPN and mobile software; and cloud solutions.</p> <p>Data Center. Support growing data loads. Ensure enough bandwidth for increasingly complex communication. Keep it all secure with solutions that include servers and storage area networks; hyperconverged infrastructure; backup and recovery; virtualization; cybersecurity; unified communications; enterprise wireless; alert and mass notification systems; and power and cooling.</p> <p>Esports. With years of experience and deep partnerships with leading gaming manufacturers, CDW•G partners with Sourcewell Members to help develop a comprehensive Esports solution. Handling the data center, networking, Esports arena design, and game streaming, CDW•G can help with every step of the Sourcewell Member's Esports program. Regardless of if the institution is just getting started with Esports or if they are looking to take their game to the next level, we offer solutions for all Esports IT needs.</p> <p>CDW•G Esports Consultation Services. Our Learning Education Specialists, all with hands-on experience in educational settings, offer solution consultation sessions with Sourcewell Members across K-12 and Higher Education to help design and implement purposeful, outcome-driven Esports solutions – from competition-ready hardware, to Esports spaces, infrastructure, professional and managed services, and more. CDW•G's Esports in Education team is here to assist with all Esports needs. As a value add for working with CDW•G, the team can assist with:</p> <ul style="list-style-type: none"> Presentations to build stakeholder support School-level consultation Clinics and curriculum design through our partnership with North America Scholastic Esports Federation (NASEF)

		<p>NASEF Partnership. CDW•G’s partnership with the North America Scholastic Esports Federation provides deep benefits to Sourcewell Members. NASEF’s mission is to “provide opportunities for ALL students to use Esports as a platform to acquire critical communication, collaboration, and problem-solving skills needed to thrive in work and in life.” In addition to the knowledgebase, they provide for Esports programs, their approach to the Esports ecosystem is clearly aligned with Sourcewell’s vision and mission to provide leading solutions that empower community success.</p> <p>Cloud and SaaS Management: Inscape is a CDW built cloud and SaaS management platform that is designed to increase productivity, reduce costs, and improve your security posture regarding your Microsoft, AWS, and GCP investments. Inscape helps customers discover, manage, govern, report, optimize, and adopt these investments by consolidating many tools into one—the art of cloud management. These services include:</p> <p>Inscape Cloud Management: Gives you visibility into your cloud spend with CDW. You can monitor costs, spot trends, create and manage budgets with custom alerts based on your Microsoft 365, Azure, and AWS cloud spend and get cost saving recommendations.</p> <p>Inscape Anomaly: Get quick, cost anomaly alerting and prediction for your Azure, AWS, and GCP environment.</p> <p>Inscape Microsoft 365 Management: View reports and get insight and control over licensing, permissions, security risks, and threats.</p> <p>Inscape Team Captain: This service will help you with governance around your Microsoft Teams environment.</p> <p>Inscape Productivity Insights: Easy to pull reports of your team’s productivity in Microsoft Teams and Outlook.</p> <p>Inscape Adoption: Self-help portal to aid you in the dual challenges of Adoption and Change Management.</p> <p>Inscape Training: Includes 2500+ Office 365 training videos, quizzes, gamification, and the ability to add assignments.</p>
<p>42</p>	<p>Describe any “green” initiatives that relate to your company or to your products or services, and include a list of the certifying agency for each.</p>	<p>CDW, and CDW•G by extension, is committed to being a good steward of the environment and of our earth’s natural resources. Our environmental policy and Environmental Management System underpin the structure, practices, and procedures for our environmental program. As part of our commitment to continuous improvement, we regularly evaluate the efficiency of our use of natural resources.</p> <p>In 2022, we made significant progress on our environmental priorities, including climate action, energy efficiency and waste reduction. Notable highlights included:</p> <p>Created our cross-functional, geographically diverse Climate Task Force to drive greater climate awareness. This group worked with outside experts to develop our long-term, enterprise-wide climate strategy and action plans.</p> <p>At our two U.S. distribution centers, we outperformed our waste diversion goal of more than 90 percent for the fourth year in a row and recycled thousands of tons of packaging material, cardboard, and paper.</p> <p>Enabled online searchable access for customers to an expanded portfolio of environmentally certified products (Energy Star, EPEAT and TCO Certified) and a broad range of cloud-based solutions that improve energy efficiency.</p> <p>Expanded our IT Asset Disposition (ITAD) program, which facilitates the recovery and recycling of devices that are no longer being used, to benefit the environment and protect the security of users’ data.</p> <p>Maintained environmental management system and energy certifications in the U.S., Canada, and U.K.</p> <p>Attained ISO 14001:2004 Certification in Canada</p> <p>We have environmental programs at all CDW facilities. All CDW distribution centers (two in the U.S. and one in the U.K.) and two of our U.K. offices hold ISO 14001 certifications, the international standard for Environmental Management Systems. Additionally, our largest office locations globally, as well as our U.K. distribution center, have energy certifications – LEED in the U.S. and Canada, BOMA in Canada, and BREEAM/REGO in the U.K. These certifications provide frameworks for monitoring and enhancing our programs. Additionally, our remote deployment services promote efficiency and productivity while reducing our environmental impact.</p> <p>We track our energy usage and continue to seek ways to drive further efficiency. As part of our ISO 14001 environmental management certification, we identify, assess, and plan for implementation of additional energy efficiency improvements. We take sustainability factors and energy certifications into consideration when we evaluate new real estate options.</p> <p>Our energy efficiency measures include indoor and outdoor LED lighting, motion sensor lighting, and conveyor systems in our distribution centers that turn off in response to inactivity, and “smart” HVAC systems that adjust according to business hours and seasonal temperatures. We are also working with our third-party shipping and logistics partners to develop transportation management systems and delivery schedules that help them increase their own energy efficiency, which helps to reduce our transportation-related emissions. Currently, approximately 98 percent of our U.S. shipments are delivered by carriers enrolled in the U.S. EPA SmartWay Transport Partnership, which helps companies advance supply chain sustainability by measuring, benchmarking, and improving freight transportation</p>

efficiency, and more than 72 percent of our U.S. shipments are handled by carriers with climate goals. CDW UK has multiple transportation efficiency efforts in place, including using net zero couriers, bulk purchasing and delivery, and reducing air travel through in-country services.

Given the non-manufacturing nature of our operations, our facilities do not represent a significant carbon footprint. In fact, our Scope 3 (value chain) greenhouse gas emissions represent the vast majority of our total greenhouse gas emissions. We regularly report our Scope 1, 2, and 3 greenhouse gas emissions. The development of our SASB and TCFD disclosures have enhanced internal awareness of our climate impact, a fundamental step in the decarbonization journey. By completing our greenhouse gas inventory across our value chain, we are learning more about our best opportunities for further carbon reduction.

CDW is committed to supporting sustainability and responsible consumption through materials efficiency and a reduction in waste to landfills. With a wide variety of recycling and reuse programs across our office and warehouse facilities, our largest impact is in two areas: 1) reducing distribution center waste from packaging and other materials, and 2) managing electronic waste. In addition to addressing packaging waste and electronic waste, our other efforts include:

Use of digital documentation when possible and recycling shredded paper documents when used

Recycling and composting of cafeteria waste

Elimination of plastic bottles from vending machines in our offices and warehouses

Elimination of single-use plastic cups

Company-wide internal toner cartridge recycling program

Recycling centers on each floor of our office locations

Recycling chutes for certain materials at our distribution centers

Collaboration across procurement functions to reduce the need for consumable supplies and increase recycling possibilities across our offices

CDW Canada became one of Cisco's first Canadian partners to receive the Cisco Environmental Sustainability Specialization. CDW Canada was recognized for its commitment to reduce material consumption and waste. To be eligible for this distinction, the CDW Canada team completed required Cisco-delivered courses, passed all corresponding requirements, and signed Cisco's sustainability pledge. With this recognition, Cisco and CDW work together to support each other's sustainability progress, meet government mandates, and provide additional customer opportunities through mutually sustainable business practices.

<p>43</p>	<p>Identify any third-party issued eco-labels, ratings or certifications that your company has received for the equipment or products included in your Proposal related to energy efficiency or conservation, life-cycle design (cradle-to-cradle), or other green/sustainability factors.</p>	<p>Given our role in the technology sector as a leading multi-brand solutions provider, CDW•G's greatest opportunities to impact the environment lie in collaborating with our supply chain and working with our technology partners to promote their environmentally certified products and solving for our customers' outcomes around their Environmental, Social, and Governance (ESG) goals and priorities.</p> <p>In 2022, CDW was recognized by EcoVadis with a silver sustainability rating for having a top-tier sustainability management system, finishing among the top 25 percent of companies scored.</p> <p>We have made it easier for our sales teams and customers to identify and select from a broad range of environmentally certified products (Energy Star, EPEAT, and TCO Certified) and cloud-based solutions that deliver added energy efficiency. CDW e-commerce sites enable customers to filter their online catalog search to identify and buy third party-certified products, and our sales teams are trained to assist clients with finding and selecting these products.</p> <p>CDW•G has our own internal policy for recycling universal waste. We do not take back old equipment from customers; however, we direct customers to industry-leading service providers for trade-in and ITAD programs.</p> <p>ITAD services include but are not limited to data wiping, asset removal, evaluation, recycling, onsite shredding, potential value back credit to maximize recovery, and depot services. CDW ITAD offers many benefits to Sourcewell Members, including:</p> <ul style="list-style-type: none"> Logistics services for quick and efficient removal of equipment from client facilities Device pickup including palletizing equipment, shrink wrapping, and transport Document of Liability Transfer provided to indemnify client from any environmental liability Ensure removal of all client information and software from electronic media and assets U.S. Department of Defense (DoD)-compliant erasure services in full support of government standards EPA-approved disposal Zero-landfill policy Complete serialized reporting available via a website <p>CDW•G also offers customers, through our Printer Supplies Program, complimentary enrollment in PrintReleaf, a third-party certification program that empowers organizations to sustain and grow global forest systems through:</p> <ul style="list-style-type: none"> Ongoing measurement of paper consumption Custom paper footprint and forest impact insights Opportunities to automatically "releaf" forests through reforestation projects of the customer's choosing <p>Since CDW joined the program in June 2018, CDW customers have collectively offset the equivalent of more than 1.2 billion standard pages of paper consumption by supporting the reforestation of more than 140,000 trees. Additionally, our IT teams in the U.K. have implemented a "Pin to Print" program across all offices and warehouses, enabling enhanced print queue management to reduce wasted print jobs.</p> <p>CDW is also working with partners on programs to help customers better manage their print needs and costs and stay within their corporate policies for sustainability.</p>
<p>44</p>	<p>Describe any Women or Minority Business Entity (WMBE), Small Business Entity (SBE), or veteran owned business certifications that your company or hub partners have obtained. Upload documentation of certification (as applicable) in the document upload section of your response.</p>	<p>CDW•G understands and appreciates that Sourcewell and Sourcewell Members promote and support diversity and local business initiatives through this procurement process. As a large business, CDW actively works to create a meaningful sourcing plan with minority, small, local, veteran-owned, and other diverse suppliers.</p> <p>Based on our experiences serving customers across the public sector in the U.S. and Canada, diversity initiatives vary widely and may not always be met by a single certification. CDW•G supports Sourcewell Members in meeting their unique diversity goals with access to our robust diverse supplier network, with partners holding varied certifications, including:</p> <ul style="list-style-type: none"> Minority-Owned Business Enterprise (MBE) Women-Owned Business Enterprise (WBE) Lesbian, Gay, Bisexual, Transgender-Owned Business (LGBT) Minority-Owned Small Business (MOSB) Women-Owned Small Business (WOSB) Small Disadvantaged Business (SDB) 8(a) Small Business Veteran-Owned Business Enterprise (VBE) Veteran-Owned Small Business (VOSB) Service-Disabled Veteran Owned Small Business (SDVOSB) Historically Underutilized Business Zone (HUBZone) <p>Business and Supplier Diversity</p> <p>Launched in 2007, CDW's Business Diversity program goals are to increase procurement</p>

opportunities for direct and indirect spending with small, minority-owned, women-owned, veteran-owned, service-disabled veteran-owned, and other small, disadvantaged businesses. Since that time, CDW diverse spend has risen to \$25 billion since the program's inception, which has been accomplished by building relationships with qualified small, diverse businesses to assist us and our customers in meeting diverse procurement goals.

Currently, CDW has more than 1,300 partnerships with minority, women-owned, veteran-owned, and other small, disadvantaged businesses including, but not limited to product manufacturers, distributors, and service providers that can be leveraged to help meet the needs of Sourcwell Members.

Highlights from our Business Diversity program over the past four full calendar years (2019-2022) include:

In 2022:

CDW's overall diversity spend peaked at \$3.6 billion with small, diverse suppliers. CDW was included in the 2022 America's Top Corporations for Women Owned

Business Enterprises

CDW is a 2022 Best of the Decade honoree. These corporations are the best-of-the-best in supply-chain diversity, excelling in their staunch commitment to minority business development and inclusion. This prestigious list celebrates outstanding supplier diversity programs that consistently drive progress and incomparable innovation in the supply chain.

In 2021:

CDW's overall diversity spend exceeded \$3.4 billion with small, diverse suppliers.

CDW more than doubled the size of its business diversity team to establish greater engagement with local suppliers in our customers' communities.

CDW was included in the Top Veteran-Friendly Companies by US Veteran's Magazine.

CDW was recognized by Black EO Journal – Best of the Best as a Top Supplier Diversity Program.

In 2020:

CDW's overall diversity spend exceeded \$2.6 billion with small, diverse suppliers.

Minority Business News (MBN) Diversity presented CDW with its award for 2020 Supplier Diversity Program of the Decade.

The National Veteran-Owned Business Association bestowed CDW with its Best Corporation for Veteran's Business Enterprises Program award.

CDW was honored by both Forbes and the Human Rights Council (HRC) foundation for our diverse and inclusive culture. In Forbes' Best Employers for Diversity, CDW came in at #84 out of 500 companies overall, and in the top five of the 27 Illinois-based organizations on the list. The HRC Foundation named CDW one of the Best Places to Work for LGBTQ Equality as it earned a 100% on the Corporate Equality Index.

In 2019:

CDW's overall diversity spend exceeded \$2 billion with small, diverse suppliers.

CDW became a member of the Billion Dollar Roundtable (BDR), joining an exclusive group of U.S.-based companies procuring more than \$1 billion annually from minority- and women-owned businesses on a first-tier basis.

CDW was recognized as a Best of the Best in Supplier Diversity Program by US Veterans Magazine.

Another aspect of the CDW Business Diversity program is our support and participation in various organizations and events focused on developing relationships and business opportunities within diverse communities. CDW is a National Corporate Member of the National Minority Supplier Development Council, Inc., and The Women's Business Enterprise National Council. CDW supports additional organizations across the U.S. and Canada including the National Veteran Owned Business Association and the National Gay and Lesbian Chamber of Commerce. In addition to financial contributions and support, CDW also engages on advisory councils, attends and hosts events, and provides resources and subject matter experts to support the organizations' focus on continued growth and success.

45	<p>What unique attributes does your company, your products, or your services offer to Sourcewell participating entities? What makes your proposed solutions unique in your industry as it applies to Sourcewell participating entities?</p>	<p>CDW·G has taken a proactive and specialized approach in the last several years in expanding and improving our offerings to Sourcewell Members by industry. This has involved looking at specific technology trends, understanding customer priorities, and offering turn-key solutions in the following segments and solution areas:</p> <p>K-12 Education Device Ecosystem Classroom Transformation Cybersecurity Networking Infrastructure School Safety</p> <p>Higher Education Student and Institutional Devices A/V Transformation Connected Community Hybrid Infrastructure Cyber and Physical Security</p> <p>State and Local Government Cybersecurity Program-Based Accounts Public Safety Device Transformational Government</p> <p>We have focused efforts on developing technology solutions for each of the above segments that ensure the right outcomes for our customers.</p> <p>An example is CDW·G's mature practice for providing devices to K-12 districts nationally. CDW·G has built a comprehensive solution for K-12, based on the lifecycle of the purchase, that includes the following capabilities and services:</p> <ul style="list-style-type: none"> Device roadmaps to help each district understand the industry landscape, technology advancements, and features that should be considered when selecting a device for student or institutional use. Consulting sessions with a CDW Education Strategist to provide guidance on technology adoption for increased learning. Robust portfolio of professional development partners. Best practices for defining technology standardization with each district. Project management aligned to supply chain and to ensure large device rollouts are successful and on time. Pre-shipment device configuration to provide low/no touch devices for district IT staff. Local warehousing and local deployment services, including last-mile delivery. Maintenance and break-fix solutions to ensure high availability of devices. Asset disposition and buy-back options to enable a district to compliantly dispose of student devices at end of life, along with the potential of securing funds that can be leveraged for replacement technology. <p>As a result of CDW·G's practice built for K-12 devices, CDW·G provides 1 in every 3 Chromebooks to students across the U.S. annually. It is also our #1 solution under CDW·G's existing Sourcewell agreement.</p>
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Table 9A: Warranty

Describe in detail your manufacturer warranty program, including conditions and requirements to qualify, claims procedure, and overall structure. You may upload representative samples of your warranty materials (if applicable) in the document upload section of your response in addition to responding to the questions below.

Line Item	Question	Response *
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46	Do your warranties cover all products, parts, and labor?	<p>As a solutions provider, CDW•G does not manufacture products, however, all purchases made by Sourcewell Members, where applicable, include the manufacturer's standard warranty.</p> <p>Terms of warranty coverage can and do vary with each OEM purchase, and details for each product warranty are available through an account manager or online at www.cdwg.com.</p> <p>CDW•G does offer additional warranty coverage options for products whose standard warranty alone does not meet Sourcewell Members' needs. This includes extended IT warranties, data center maintenance, maintenance contracts, and custom support plans. We recommend Sourcewell Members work with their account manager to determine the best option to determine the best additional warranty solution for their purchases.</p> <p>In instances where a Sourcewell member may have multiple warranties – which may have different lengths of time and different end dates – from multiple OEMs, CDW•G can offer Maintenance Contracts to simplify warranty coverage. Maintenance Contracts are easily manageable service contracts that cover all IT equipment, regardless of manufacturer, with just one expiration date and a single point of contact for repairs. This contract can also be prorated as you add or delete equipment.</p> <p>Benefits of a Maintenance Contract include:</p> <ul style="list-style-type: none"> Easy to manage equipment coverage A single point of contact for repair service Multiple response times available on the same contract Flexibility to add or remove equipment as needed Parts and labor included Multiple contracts consolidated Annual or multi-year contact options
47	Do your warranties impose usage restrictions or other limitations that adversely affect coverage?	<p>Not only does CDW•G not impose usage restrictions or other limitations on our warranty services, we enhance coverage options for Sourcewell Members through our available warranty extensions and uplifts.</p> <p>While customers often choose the standard OEM warranty for their purchase, in instances where it is not sufficient, we offer competitive solutions to augment the warranty, minimizing risk and ensuring ongoing performance. Solutions included in our portfolio to support Sourcewell Members include:</p> <ul style="list-style-type: none"> Warranty extensions and upgrades Post warranty support Accidental damage protection Maintenance Contracts Post-sale technical support Product and certification training Onsite repair Help desk services <p>As part of our commitment to supporting Sourcewell Members throughout their technology lifecycles, we continue to communicate post sale to ensure warranties continue to meet Sourcewell Member needs.</p>
48	Do your warranties cover the expense of technicians' travel time and mileage to perform warranty repairs?	<p>Both standard manufacturer warranties and extensions of OEM warranties are typically inclusive of all warranty repair services being purchased. In some instances, services may fall outside of the OEM warranty options stated above. In these specific cases, services performed need to be outlined within a statement of work (SOW) and mutually agreed upon by all parties. If so, there will be very specific language around such warranties, travel time, and mileage for any on-site work. Any incremental warranty costs for technicians' travel time and mileage to perform warranty repairs are disclosed at time of quote.</p>

49	Are there any geographic regions of the United States or Canada (as applicable) for which you cannot provide a certified technician to perform warranty repairs? How will Sourcewell participating entities in these regions be provided service for warranty repair?	<p>Our ability to provide certified technicians across geographic areas is driven by the warranty coverage selected by the Sourcewell Member. In most cases, warranty support is fulfilled directly by the manufacturer and will vary on a case-by-case basis. Should a Sourcewell Member opt to enhance the standard manufacturer warranty, CDW•G has access to certified resources through in-house technical and strategic local partnerships across the U.S. and Canada. We are committed to coordinating OEM warranties, CDW•G resources, and our services partner ecosystem to address the needs of Sourcewell Members.</p> <p>We will continue working with Sourcewell Members to identify the best-value solution regarding warranty coverage; response times and service-level agreements (SLAs) may vary by location. Sourcewell Members can be confident they will know what they are buying and will be provided with clear instructions on the coverage and how to activate warranty claims.</p>	*
50	Will you cover warranty service for items made by other manufacturers that are part of your proposal, or are these warranties issues typically passed on to the original equipment manufacturer?	<p>In instances where Sourcewell Members choose the standard manufacturer warranty, the responsibility for warranty services on those items is with the manufacturer. To ensure manufacturer warranty expectations are met, CDW•G has a defined escalation process with our partners to ensure technical support is provided by the manufacturer according to the agreed upon SLAs. In those instances where CDW•G provides enhancement to the standard manufacturer warranty, we take responsibility for meeting agreed upon SLAs and delivering the full customer experience.</p>	*
51	What are your proposed exchange and return programs and policies?	<p>Should Sourcewell Members require an exchange or return, CDW•G requires an RMA number for all returned merchandise. All products must be returned 100 percent complete, including all original boxes, packing materials, manuals, blank warranty cards, and other accessories provided by the manufacturer. All returns should be initiated within 30 days of the date of invoice. For returns initiated after 30 days, fees may apply.</p> <p>Sourcewell Members should engage their account manager for any questions, issues, and concerns around support. By contacting their account manager to initiate the return process, Sourcewell Members will receive individualized support that ensures the best outcome. CDW•G account managers, and our customer support teams, facilitate and track all returns and deal with RMAs daily. CDW•G also offers Customer Relations service at 866-SVC-4CDW or at customerrelationsreturns@cdw.com for customers to obtain an RMA before shipping product back to CDW•G. When returns cannot be made directly to CDW•G, a Sourcewell Member's account manager can advocate on their behalf with the OEM regarding exchanges, returns, or any aspect of their IT investment.</p> <p>However, in all instances when CDW•G makes an error, we will cover return costs. Credit is issued the following day after the product is received into our warehouse. Credit form is based on the initial method of payment. Credit card refunds will be issued back to the credit card. Net terms refunds will be placed on the account for the customer to use towards invoices or a Sourcewell Member can request a check be sent to them.</p>	*

52	Describe any service contract options for the items included in your proposal.	<p>In addition to services included with purchase, Sourcewell Members may choose from a range of service options available through CDW•G (fees may apply), including the following offerings:</p> <p>A collaborative warranty support service backed by select valued OEMs for faster resolution and a more personal experience. For Sourcewell Members' software, licensing, and hardware devices, CDW•G takes the first call to resolve the issue and, if needed, provides an onsite break/fix replacement. If escalation to the manufacturer is needed, CDW•G does that on the Sourcewell Members' behalf.</p> <p>An extended service/help desk, where a phone number is provided to engage and provide support. This option is useful for Sourcewell Members who may not have a robust IT support program and seek a third-party solution.</p> <p>Technical support (U.S.-based help) for five years from purchase through either phone or chat (Monday through Friday from 7a.m. to 6 p.m. CT) or email (reply within 24 hours).</p> <p>CDW Product Protection through Safeware, a fully licensed insurance agency as well as a Third-Party Administrator. Services feature extended warranty and service plan solutions, covering many types of hardware products, including laptops, tablets, and printers/scanners.</p> <p>Cisco SMARTnet Service, an award-winning technical support service that gives Sourcewell Members' IT staff direct, anytime access to Cisco experts and online self-help resources required to resolve issues with most Cisco products. Our dedicated Cisco SMARTnet team has 56 specialists – the largest such team in the industry – with more than 570 combined years of experience working with SMARTnet contracts. We have in-depth knowledge of Cisco's internal SMARTnet tools and can also provide support with contract consolidation, co-termining all assets and net new, site consolidation, decommission gear, and customized pain point resolution. CDW•G's exclusive web portal, SMARTtracker, will streamline the management of your SMARTnet Total Care contracts 24x7x365, not just at renewal time. SMARTtracker is a key strength of our offering that provides value-added benefits when combined with the expertise and support of our SMARTnet Total Care Specialist team.</p>
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Table 9B: Performance Standards or Guarantees

Describe in detail your performance standards or guarantees, including conditions and requirements to qualify, claims procedure, and overall structure. You may upload representative samples of your performance materials (if applicable) in the document upload section of your response in addition to responding to the questions below.

Line Item	Question	Response *
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53	Describe any performance standards or guarantees that apply to your services	<p>To best meet services performance requirements for Sourcewell Members, we follow a service-level management approach using industry best practice standards, processes, and metrics. Based on our 20+ years of working with a diverse set of customers, we have applied lessons learned to develop a specific service-level management approach to measure results, provide reliability, and ensure that communications and IT services are meeting the agreed upon Service Level Agreements (SLAs). With each performance-based solution, Sourcewell Members work with their dedicated account team to create agreed upon, measurable performance standards and guarantees, outlined within a Statement of Work.</p> <p>The key to performance management is the application of the right governance to the program to ensure the necessary resultant behavior and delivery outcomes. The CDW service manager is how and where governance happens across the enterprise. The service manager ensures service levels are receiving the appropriate attention and that all owners of service levels are held accountable for performance. Methodology components include the following:</p> <ul style="list-style-type: none"> Ensuring a set of standard processes is used, such as IT Infrastructure Library (ITIL) Ensuring a set of standard tools is used, such as ServiceNow Ensuring all accountable parties are educated and understand their level of accountability on SLAs, including individual contributors, team leaders, managers, and executive leadership Ensuring metrics are met and maintained and providing additional reporting on real-time or relatively real-time performance information Conducting meetings, including a daily operations meeting to review high-impact incidents, weekly aging incident ticket review meetings, and weekly aging request ticket review meetings to ensure the appropriate visibility is brought to the current performance and any corrective measures for underperforming are begun as quickly as possible Driving the core ITIL processes and bringing visibility to non-compliance with processes and/or SLAs Communicating monthly performance and developing improvement plans for any metrics that were not successfully remediated before month-end reporting
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54	Describe any service standards or guarantees that apply to your services (policies, metrics, KPIs, etc.)	<p>Analyses of Service Levels. CDW provides service-level management and reporting, as well as monitors the efficiency and effectiveness of the operations. We also monitor program performance against program performance levels, including Key Performance Indicators (KPIs), as mutually agreed, prior to project start, by systematically and regularly:</p> <ul style="list-style-type: none"> Monitoring all performance levels for those that are not maintaining the pace required to meet the performance threshold — we will examine root causes, perform risk mitigation/preventive action, and develop a corrective action plan Generating daily operational reports monitoring against service levels at a given time Reviewing aging reports for all issues that are close to or have exceeded the resolution target Monitoring KPIs that contribute to meeting a service level; for example, we measure how long it takes us to acknowledge a service desk incident, and if it takes us three hours to acknowledge the issue and we only have four hours to resolve it, we can surmise the SLA may not be met Monitoring alerts, such as incident resolution times, automatically generated by the ticketing system <p>Corrective Action. CDW executes a formal corrective-action planning-process for deficiencies discovered during reviews. We assign each corrective action to an owner for resolution and provide oversight to the process by our service manager.</p> <p>Preventive Action</p> <ul style="list-style-type: none"> Uses standard tools and processes to detect, analyze, and eliminate potential causes of performance standard or service-level non-compliance Ensures that system performance and availability continuously anticipate capacity needs, including adjustments for seasonal demand Analyzes historical data regarding usage volumes and peak processing periods and communicate with the program offices regarding new initiatives and other factors that may have an impact on system usage Develops plans and takes action to address these changing infrastructure needs <p>Root Cause Analysis</p> <ul style="list-style-type: none"> Proactively produces trends that could lead to less-than-optimum performance by taking preventive action measures to improve the area in question Analyzes the performance in support of each performance standard and/or service level, identifying positive or negative trends, and works with project staff to perform a root cause analysis of negative trends to develop a corrective action plan to correct deficiencies and identify best practices that can be leveraged across the project Provides follow-up verification to ensure that the action was effective in addressing the root cause Monitors performance statistics to ensure the corrective action plans are effectively implemented Provides a defined escalation path for corporate-level oversight of performance issues and corporate support of corrective action plans; once an issue is resolved, CDW-G will communicate improvements to other activities and groups, as applicable <p>Continuous Improvement</p> <ul style="list-style-type: none"> Provides a metrics-driven continuous improvement approach, focused on improvements to ITIL service delivery and service support to achieve increasing levels of performance against SLAs Uses automated tools combined with trend data for monitoring and root cause analysis to identify the high-priority areas for improvement and take immediate action
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Table 10: Payment Terms and Financing Options

Line Item	Question	Response *
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55	Describe your payment terms and accepted payment methods.	<p>CDW•G's standard payment terms are net 30 days from the date the invoice is issued.</p> <p>CDW•G accepts payment through: Credit Cards* (American Express, Discover, MasterCard, Visa) Checks Electronic Data Interchange (EDI) Electronic Funds Transfer (EFT) Procurement Cards (P-Card)</p> <p>*With a credit card order, CDW•G requires the credit card information at the time of order. Please note that we do not accept credit cards for term accounts.</p> <p>The mailing address for payments is: CDW Government LLC 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515</p>
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56	Describe any leasing or financing options available for use by educational or governmental entities.	<p>CDW•G can facilitate an agreement between Sourcewell Members and a variety of leading financing companies to help ensure leasing terms to fit the unique needs and budget requirements of those Sourcewell Members. Depending on technology needs, Sourcewell Members can secure a leasing program with maximized options and terms.</p> <p>Premier leasing partners include: Arrow Capital Solutions Cisco Capital Dell Financial Services HPE Financial Services Lenovo Financial Services LEAF Commercial Capital, Inc.</p> <p>Preferred leasing partners include: Acer Finance Apple Finance De Lage Landen (DLL) Microsoft Finance PNC Bank US Bank</p> <p>Our account managers and certified technology specialists are prepared to assist with every phase of choosing and leveraging the right financing or leasing solution for the IT environment of Sourcewell Members. This collaborative process between CDW•G and Sourcewell Members includes the following steps:</p> <ol style="list-style-type: none"> 1. An initial discovery session to understand goals, requirements, and budget 2. An assessment review of the existing environment and definition of project requirements 3. Detailed vendor evaluations, recommendations, future designs, and proofs of concept 4. Procurement, configuration, and deployment of the final solution 5. Ongoing product lifecycle support including proactive notice of lease expiration and asset disposition <p>Financing/leasing is available on a per-deal basis, or in many cases, as a primary billing option, depending on the needs of the Sourcewell Member. If a Sourcewell Member has a preferred leasing company that is not currently a CDW partner, they can be set as vendor if the Sourcewell Member and the leasing company sign the required supplemental agreements from credit.</p> <p>The typical process for leasing equipment is as follows: Account managers work with a Sourcewell Member to submit a credit review to the chosen leasing company and obtain a financing proposal or the account manager has the chosen leasing company call the Sourcewell Member to discuss leasing/finance options and obtain information necessary to complete credit approval. The chosen leasing company reviews credit and makes decision whether to provide a lease. If approved, the leasing company sends the Sourcewell Member leasing documents to complete and return. Upon receipt of required documents and any upfront payments from the Sourcewell Member, the leasing company provides CDW•G with a purchase order for the full amount of the leased equipment. CDW•G fulfills the order and products ship from CDW•G directly to the Sourcewell Member. The leasing company sends an invoice and the Sourcewell Member makes regularly scheduled payments directly to the leasing company.</p>
57	Describe any standard transaction documents that you propose to use in connection with an awarded contract (order forms, terms and conditions, service level agreements, etc.). Upload a sample of each (as applicable) in the document upload section of your response.	<p>Upon award, CDW•G will leverage the Sourcewell contract terms and conditions to simplify and streamline the procurement process for Sourcewell Members. Other documents that may be needed include, but are not limited to:</p> <ul style="list-style-type: none"> Statement of Work (SOW) for professional/managed services Customer-specific terms and conditions (if required by the Sourcewell Member)

58	Do you accept the P-card procurement and payment process? If so, is there any additional cost to Sourcewell participating entities for using this process?	<p>Yes, CDW•G accepts P-cards for payment, and Sourcewell Members can use P-cards for both e-procurement and non-digital orders at no additional cost. Please note, however, that Sourcewell Members who opt for payment terms (for example, Net 30) cannot settle terms by invoice with a P-card.</p> <p>As an added capability and at no additional cost, CDW•G can provide Level 3 information on P-cards for Visa, MasterCard, or American Express. This service provides line-item detail remittance of the transaction on Sourcewell Member cardholders' statements. Level 3 allows the Sourcewell Member agency to track expenses and to ensure the products purchased on its card were in fact legitimate purchases.</p>
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Table 11: Pricing and Delivery

Provide detailed pricing information in the questions that follow below. Keep in mind that reasonable price and product adjustments can be made during the term of an awarded Contract as described in the RFP, the template Contract, and the Sourcewell Price and Product Change Request Form.

Line Item	Question	Response *
59	Describe your pricing model (e.g., line-item discounts or product-category discounts). Provide detailed pricing data (including standard or list pricing and the Sourcewell discounted price) on all of the items that you want Sourcewell to consider as part of your RFP response. If applicable, provide a SKU for each item in your proposal. Upload your pricing materials (if applicable) in the document upload section of your response.	<p>CDW•G's pricing response encompasses RFP Category 1, 2 and 3 for all Technology Products, Services and Related Solutions (Technology Offerings). CDW•G's pricing can be found in the pricing attachment titled "CDW US and Canada Pricing Category 1."</p> <p>Please Note: Due to the depth and breadth of our product and services offerings, items aligning with categories 1, 2 and 3 can be found throughout our product and/or services offerings, and individual items can be included in more than one category depending on the context.</p> <p>For all RFP Categories, CDW•G is pleased to offer a discount percentage off catalog, with minimum percentage discounts off CDW•G's Nationally Advertised Price (CDW•G Advertised Price).</p> <p>These published and maintained prices for technology products and services categories can be found at www.cdwg.com, available 24/7. To ensure continuity and ease of procurement for Sourcewell Members, CDW•G has provided competitive and full catalog pricing encompassing all available OEMs, similar to the current Technology Catalog Solutions #081419-CDW contract (Incumbent Contract).</p> <p>Underpinned by industry-recognized taxonomy, the CDW•G Advertised Price model enables CDW•G to leverage economies of scale, our superior OEM-partner-relationships, and real-time competitive market adjustments. The discounts in our pricing structure are not-to-exceed, and for large rollouts or planned projects, CDW•G will endeavor to provide even deeper discounts, leveraging our close OEM partnerships.</p> <p>CDW•G has a dedicated online purchasing portal which can be found at www.cdwg.com/sourcewell. When logged in, Sourcewell Members can access Sourcewell's contract pricing and other information about the program.</p> <p>For professional services, our pricing structure includes not-to-exceed hourly rates covering all three RFP categories. These rates are subject to 5 percent annual escalation, on the anniversary date of contract effective date. The services can be iterated in either time-and-material or fixed-fee models, in areas including, but not limited to, cloud migration, ServiceNow, cyber and physical security.</p> <p>Certain services for education customers in pricing Attachment titled "CDW US and Canada Pricing Category 1", Tab titled "Amplified Solutions" are based on 3 percent discount off MSRP which can be found at this link: https://www.amplifiedit.com/MSRP.</p> <p>CDW•G delivered managed services pricing varies from monthly unit prices, percentage of Sourcewell Member's actual consumption of the service, and/or custom pricing.</p>

		<p>As cloud offerings are constantly evolving, and becoming increasingly bespoke and complex, with numerous subscription and consumption-based offerings (SaaS, IaaS and PaaS), pricing for Sourcewell Members will be discount 0 percent off MSRP, when MSRP is available to CDW•G; otherwise, pricing will be based on CDW•G invoiced price. This structure provides the necessary flexibility to enable Sourcewell Members to make purchases as cloud offerings evolve, through the life of our contract. Consumption based offerings include, but shall not be limited to, Amazon Web Services, Google Cloud Products, and Microsoft Azure.</p> <p>CDW•G is not the provider of the Cloud Services and in purchasing the Cloud Services, Sourcewell and its Members rely only on the Cloud Service Provider's service descriptions and the Cloud Provider's Services terms and conditions. Accordingly, Sourcewell shall consider the Cloud Service Provider to be the party responsible for providing the Cloud Services and Sourcewell and/or its Members, may be required to execute additional agreements, prior to provisioning/purchase of certain cloud offerings.</p> <p>Technology Offerings which have specialized requirements not contemplated under this RFP, will be identified in a Statement of Work as mutually agreed and executed document(s) between CDW•G and the Sourcewell Member. The pricing will be based, unless otherwise specified, on CDW•G invoice price.</p> <p>Sales for Canadian Sourcewell Members are provided through CDW Canada with Discounts Off CDW Canada's advertised price and are quoted in local currency (CAD). Categories for CDW Canada catalog are similar, though not identical to CDW•G categories. Please refer to our CDW Canada pricing offer in the required pricing attachment "CDW US and Canada Pricing Category 1" for more information.</p> <p>CDW•G differentiates itself from the competition with the addition of dedicated program management. The team consists of seasoned contracting professionals, dedicated to Sourcewell Members and responsible for compliance, administration and management of the contract, training of sellers and other duties. Led by Jeff Hagen, Manager of Program Management, and Mandi Maricque, Senior Program Manager, the team helps ensure Sourcewell Members receive all program benefits. Sourcewell Members may engage Program Management and request price verifications by emailing their CDW•G order or quote number to Sourcewellcontracts@cdwg.com.</p>
60	<p>Quantify the pricing discount represented by the pricing proposal in this response. For example, if the pricing in your response represents a percentage discount from MSRP or list, state the percentage or percentage range.</p>	<p>As stated in response to Question 59 above, CDW•G's catalog discounts are percentage off CDW•G Advertised Price, ranging from 0 percent to 15 percent, providing a more competitive structure than CDW•G's Incumbent Contract.</p> <p>CDW Canada: 0 percent to 7.75 percent Minimum Discount off CDW Canada's Advertised Price, quoted and invoiced in Canadian dollars.</p>
61	<p>Describe any quantity or volume discounts or rebate programs that you offer.</p>	<p>Sourcewell Members benefit from discount off CDW•G Advertised price, irrespective of volume. The program provides a competitive ceiling price and we can often leverage our relationships with OEMs to offer deeper discounts for large projects/rollouts and bulk buys, on a case by case basis, in consultation with the Sourcewell Member.</p> <p>Additionally, we have found success with Sourcewell Members where CDW•G has Sourcewell Member specific agreements with large purchase footprint, and/or minimum purchase commitments, under which CDW•G can offer committed deeper discounts and/or additive incentives.</p> <p>In addition, we can hold large inventory in our distribution centers, take advantage of bulk buys and promotions, which maximizes our ability to offer better pricing to Sourcewell Members.</p>

62	Propose a method of facilitating “sourced” products or related services, which may be referred to as “open market” items or “nonstandard options”. For example, you may supply such items “at cost” or “at cost plus a percentage,” or you may supply a quote for each such request.	As mentioned in Question 59, Technology Offerings that have specialized requirements not contemplated under this RFP will be identified in a Statement of Work and/or similar document(s) which are mutually agreed upon and executed between CDW•G and the Sourcewell Member. The pricing will be based on CDW•G invoice price.	*
63	Identify any element of the total cost of acquisition that is NOT included in the pricing submitted with your response. This includes all additional charges associated with a purchase that are not directly identified as freight or shipping charges. For example, list costs for items like pre-delivery inspection, installation, set up, mandatory training, or initial inspection. Identify any parties that impose such costs and their relationship to the Proposer.	<p>Services which require travel, lodging, work to be performed outside of normal business hours/holidays, or subject to overtime regulations, may be subject to additional fees, and will be outlined in a Statement of Work or similar document.</p> <p>Any additional fees required due to regulatory mandates, Sourcewell Member-specific background checks, and Sourcewell Member-specific mandated training, will also be mutually agreed upon between CDW•G and Sourcewell Member and incorporated within a Statement of Work or similar document.</p>	*
64	If freight, delivery, or shipping is an additional cost to the Sourcewell participating entity, describe in detail the complete freight, shipping, and delivery program.	<p>Ground freight shipping is the least expensive option for Sourcewell Members and is offered at no charge. This includes no additional charge at the time of order, within the contiguous 48 United States. It also includes insurance coverage at no charge.</p> <p>We also offer Sourcewell Members expedited shipping options; in these cases, the Sourcewell Members pay the price difference between the expedited rate and the lowest-rate shipping option – retaining the benefit of the no-charge offering.</p> <p>If a Sourcewell Member chooses to utilize their own assigned carrier, CDW•G can work with the Sourcewell Member once the carrier number and other details are provided by Sourcewell Member</p>	*
65	Specifically describe freight, shipping, and delivery terms or programs available for Alaska, Hawaii, Canada, or any offshore delivery.	<p>For Sourcewell Members placing orders for delivery to Alaska and Hawai'i, freight options currently include Ground, Express, and Priority, though these options may vary depending on specific shipping address. Once an order is entered, all available options are displayed and priced. Carrier options for Alaska and Hawai'i currently include UPS, UPS Freight, CEVA Logistics, and USPS with estimated transit times of Ground three to five days; Express two to three days; and Priority one to two days. Transit times may be impacted by day of shipping, holiday schedules, weather events, and other acts of nature.</p> <p>For Sourcewell Members placing orders for delivery in Canada, standard terms for shipping include F.O.B. Destination, Freight Prepaid, and Freight Added. All products are shipped from one of CDW Canada's partners' distribution centers in Toronto, Mississauga, Calgary, or Vancouver. CDW Canada partners with numerous distributors including Ingram Micro and TD Synnex within Canada to complement our purchasing model. In most instances, Sourcewell Members can expect purchases to be delivered the next day or within an average of three days by standard ground transportation. CDW Canada through distribution partners currently uses UPS, Purolator, FedEx, and other freight carriers for larger shipments.</p>	*

66	Describe any unique distribution and/or delivery methods or options offered in your proposal.	<p>CDW•G operates a redundant fail-safe hybrid logistics model, with two distribution centers strategically located, which allows us to ship based on availability with a historical accuracy of over 99 percent.</p> <p>We can further leverage staging as well as buy-and-hold options within our facilities or through our vetted partners nationwide, for Sourcwell Members with large rollouts and/or high SLA requirements.</p> <p>CDW•G was selected to be the sole mobile device provider for the 2020 Decennial Census, deploying nearly 500,000 devices over the life of the contract to US Census Bureau Headquarters, more than 250 regional Census Offices, and Decennial Census employee homes, nationwide.</p> <p>When delivering professional services, we once again leverage a hybrid approach inclusive of in-house technical resources and/or vetted, trusted subcontractors, to provide cost-effective solutions based on Sourcwell Member's needs. We can also leverage remotely delivered service engagements, which can help contains costs and offers high availability for time sensitive projects. These remote engagements can be deployed safely, with the assistance of the customer's IT and security teams.</p> <p>Finally, we believe in helping the communities we serve. CDW•G's inclusive philosophy extends to our providing opportunities to collaborate with minority-owned businesses, small businesses, and otherwise disadvantaged businesses. Doing so enables Sourcwell Members access to a talented, diverse resource pool and helps Sourcwell Members achieve their diversity initiatives.</p>
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Table 12: Pricing Offered

Line Item	The Pricing Offered in this Proposal is: *	Comments
67	c. better than the Proposer typically offers to GPOs, cooperative procurement organizations, or state purchasing departments.	<p>CDW•G has historically worked closely with Sourcwell Members on planned IT projects, developing technology standards, and forecasting volume purchase opportunities across schools, departments, or agencies. In those circumstances, CDW•G is able to extend additional discounting beyond the standard pricing offer, resulting in material savings to the Sourcwell Member. As a result of the IT project alignment that CDW•G has historically held with Sourcwell Members, CDW•G 's net pricing offer is better than other offers with similar volume and terms to other contracting agencies. Upon request, CDW•G shares savings data and incremental discounts with Sourcwell Members, along with the data shared monthly with Sourcwell.</p>

Table 13: Audit and Administrative Fee

Line Item	Question	Response *
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68	<p>Specifically describe any self-audit process or program that you plan to employ to verify compliance with your proposed Contract with Sourcewell. This process includes ensuring that Sourcewell participating entities obtain the proper pricing, that the Vendor reports all sales under the Contract each quarter, and that the Vendor remits the proper administrative fee to Sourcewell. Provide sufficient detail to support your ability to report quarterly sales to Sourcewell as described in the Contract template.</p>	<p>Any vendor hoping to be successful in executing this contract should clearly demonstrate the ability to manage an agreement of this size and scope with all the necessary detail and follows all contract's pricing rules, timely reporting, and remittance of fees. With respect to CDW•G's compliance strategy, we have bespoke, proprietary systems, which ensure the pricing and freight is compliant per the contract or specific Sourcewell Member pricing agreement. Our compliance approach is a full lifecycle from solicitation to post contract closeout. It starts during the launch process with training all the personnel utilizing the contract, followed by annual training and certifications. In addition, we have internal automated quality checks in place, which track our reporting deadlines and accuracy commitments. We also have previously partnered with Sourcewell in providing training to CDW•G sellers and intend to do so when awarded the new contract. For service engagements, our contract lifecycle management system automatically routes Statements of Work to the Contracts team to ensure the pricing is compliant with hourly rates and commitments, as stated. CDW•G and Sourcewell also have regular cadences where, among other items, any issues are addressed, discussed, and tracked.</p> <p>CDW•G has a dedicated and highly experienced Program Management team, which manages our Sourcewell contracts. Mandi Maricque is the contract manager and is responsible for the Sourcewell portfolio. Mandi is supported by three dedicated contract administrators. In addition, due to the importance of the Sourcewell contract within CDW•G, there is a high level of engagement from senior leaders within the organization. Collectively, the team managing Sourcewell's contracts have 80 years of experience. The team is also responsible for working with Sourcewell Members to ensure proper understanding of the contract's terms and benefits, pricing, and range of offerings. CDW•G has held a Sourcewell contract for the last 20 years as an organization; CDW•G coworkers are well trained on compliance matters related to the Sourcewell contracts.</p> <p>The Program Management team is solely responsible for ensuring Sourcewell Members have access to the agreement. Monthly reviews are done to ensure all participating entities have access to the contract. Sales teams are trained to send any Sourcewell Member add-requests to the SourcewellContracts@cdwg.com inbox. These actions help to drive growth under a robust governance framework.</p> <p>CDW•G has successfully met all reporting requirements and deadlines under the Technology Catalog Solutions #081419-CDW (Incumbent Contract). CDW•G is confident we can continue to meet and/or exceed requirements under this RFP.</p>
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69	If you are awarded a contract, provide a few examples of internal metrics that will be tracked to measure whether you are having success with the contract.	<p>CDW•G currently tracks different metrics for contract performance internally. Given Sourcewell's diverse membership and dynamic spend within technology category, we continuously monitor standard metrics such as Sourcewell Member performance and utilization by geography (state) and segments (State & Local Government, K- 12, Higher Education, Healthcare, Federal Government, Not for Profit, Public Safety). Additional metrics include:</p> <ul style="list-style-type: none"> Category penetration Sourcewell Member agreements and state contract adoptions New Sourcewell Member growth OEMs and category penetration Customer satisfaction survey responses Professional services and evolving technologies including cloud offerings' growth Market share under the Sourcewell contract and total available wallet share Target CDW•G customers who can be aligned with the Sourcewell contract <p>Industry trends by public sector segment and the performance of the CDW•G solutions aligned to those trends. A list of trends by public sector segment is outlined in Table 8, Question 45.</p> <p>We also track regulations and procurement policies of different entities where Sourcewell's contract can be leveraged as a state contract, contract of choice, etc.</p>
70	Identify a proposed administrative fee that you will pay to Sourcewell for facilitating, managing, and promoting the Sourcewell Contract in the event that you are awarded a Contract. This fee is typically calculated as a percentage of Vendor's sales under the Contract or as a per-unit fee; it is not a line-item addition to the Member's cost of goods. (See the RFP and template Contract for additional details.)	<p>As an incumbent with a proven track record of success, we further believe retaining existing fee structures for Sourcewell Members under the Incumbent Contract will help maintain continuity and stability for those Sourcewell Member's needs.</p> <p>CDW•G is proposing a general administrative fee of 1 percent which will continue to support increased adoption and sales over the term of the contract.</p> <p>To best meet Sourcewell Members' needs for select catalog offerings with historically competitive profiles, we propose the following fee adjustments:</p> <ul style="list-style-type: none"> Software & Cloud Offerings: 0.25 percent Chromebooks: 0.00 percent <p>We are confident the proposed fee structure combined with our proven track record of success under the current contract will incentivize Sourcewell Members and provides the right balance for growth under this contract.</p>

Table 14A: Depth and Breadth of Offered Equipment Products and Services

Proposers must designate if they are seeking an award in Category 1 only or Categories 2 and/or 3. As stated in Section II. B.1. of "REQUESTED EQUIPMENT, PRODUCTS, OR SERVICES," Proposers responding to Category 1 must offer a complete electronic catalog system permitting Sourcewell and Sourcewell Participating Entities to make web-based purchases."

Proposers submitting a proposal in Category 1 must include at least one solution in each of Categories 1, 2, and 3 within its singular proposal. For example, if a Proposer offers solutions within the scope of Category 1, 2 and 3 the Proposer should designate it is seeking an award in Category 1. Proposers seeking award in Category 2 and/or 3 must include at least one solution offered within the scope of the desired Category.

Line Item	Category 1	Category 2	Category 3
71	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Table 14B: Depth and Breadth of Offered Equipment Products and Services

Line Item	Question	Response *

72	Provide a detailed description of the equipment, products, and services that you are offering in your proposal.	<p>CDW•G offers a full range of products and services that enable Sourcewell Members to develop the best total solution to meet specific needs while attaining the most value for their organization. CDW•G provides expert consulting, design, configuration, installation, and lifecycle management services. CDW•G's Category 1 bid provides pricing for our Technology Products and Services Catalog, as well as Professional and Managed services. Our offerings are extremely comprehensive and include:</p> <p>Products & Partnerships: More than 100,000 products from more than 1,000 vendors including Acer, Adobe, Cisco, Dell, EMC, HP, IBM, Lenovo, Microsoft, NetApp, and VMware</p> <p>Technology Services e-Procurement integration Leasing services Managed services: Gold Level Support for customer devices Pre-shipment configuration Professional services: Amplified Solutions, Cyber and Physical Security, Configuration, Data Center Transformation, Digital Velocity Solutions, ServiceNow</p> <p>Total Solutions Cloud Collaboration Data Center and Networking Managed Print Services Point of Sale Security Software Management Total Mobility Management</p>
73	Within this RFP category there may be subcategories of solutions. List subcategory titles that best describe your products and services.	<p>Below is a list of product and service categories, along with their corresponding subcategories, provided by CDW•G as part of this response:</p> <p>Accessories Security Locks Headphones and Speakers Phone Accessories Tablet Accessories Keyboards/Keypads Notebook Accessories Cases and Backpacks Mice and Trackballs Office Products and Supplies Small and Consumer Electronics Robotics</p> <p>Power, Cooling & Racks Power Supplies/Adapters UPS/Battery Backup Batteries Surge Suppressors Remote Power Management</p> <p>Desktop Computers Computer Cases Apple Desktops PC Compatible Desktop Computer Windows Based Terminals Desktop Memory Upgrades Thin Clients PC Compatible Workstations</p> <p>Data Storage/Drives Storage Enclosures/Mounting Hardware CD/DVD/Blue Ray Drives Disk Duplicators Media Hard Drives Desktop NW Attached Storage Floppy Disk Drives Flash Memory Consumer SSD</p> <p>Enterprise Storage BU/DR Infrastructure Drive Arrays</p>

Enterprise Hard Drives
 Enterprise SSD
 Interfaces Controllers
 Optical Drives
 Storage Networking
 Rackmount NW Attached Storage
 Tape Backup Drives
 Tape Automation (Lib/Changers)

Point of Sale/Data Capture
 Wireless Communication Devices
 POS Systems
 Connected Devices
 Peripheral and Barcode Scanners
 Thermal Printers

Servers & Server Management
 Server Accessories
 Linux/Unix Based Servers
 KVM Consoles and Switches
 CPUs/Fans
 Network Print Servers
 Application Servers
 Apple Mac OS Servers
 RISC Servers
 Server Memory Upgrades
 x86 Based Servers

Services (CDW Delivered)
 Installations
 Configurations
 HCA/Hlth Purch Grp (HPG) CDW
 OnSite Services
 Central Services – Repairs
 Managed Services
 Mobility Services
 Field Services
 Remote Services
 Software Asset Mgmt Services
 Classroom Training
 Workspace Management Tools

Notebook/Mobile Devices
 Notebook Memory Upgrades
 Mobile Workstation
 Notebook Computers
 Apple Notebooks
 Tablets

NetComm Products
 Network Bridges
 Modular Switches
 Communications Boards
 Network Management Hardware
 Modems
 Network Switches Managed
 Network Test Equip/Analyzer
 Network Optics
 Network Hubs
 NIC Network Interface Adapters
 Network Routers
 Network Device Memory
 Network Switches Unmanaged
 Network Security
 Wireless LAN Networking
 Physical Security

Carts and Furniture
 Furniture
 Medical Carts

Printing & Document Scanning
 3-D Prototype Printers
 Copy Machines
 Document Scanners
 Dot Matrix Printers

FAX Machines
 Single Function
 Printer Accessories
 Multifunction
 Plotters
 Printer Memory Upgrades
 Printer Supplies

Services (Partnered Delivered)
 Partner-Delivered Managed Services
 Cloud Partner Services
 OnSite Services-3rd Party
 Installations 3rd Party
 Managed Print Services
 IT Pro Training – 3rd Party
 Systems Management – 3rd Party
 Warranties – Product Protection

Client Configure-to-Order
 Client Configure-to-Order

Software
 Aggregation Services Software
 Security Software
 Application Suites
 Desktop Applications
 BU/DR Software
 Cloning Software
 CAD/CAM Software
 Cisco One Software
 Database Software
 Digital Signage Software
 Design and Graphics
 Audio/Video Production
 Flow/Org Chart Software
 Cloud Collaboration Software
 Mobile Device Enablement SW
 Integrated Product Suites
 Infrastructure as a Service
 AI Software
 Voice Recognition
 Legal Software
 Mainframe Software
 Unified Communication
 Network Management Software
 Network Connectivity/Emulation
 Data Capture Software
 Operating Systems
 Programming Software
 CRM Software
 Portal Software
 Reference Software
 Business Analytics
 Document Management Software
 Entertainment/Education Soft
 Financial Software
 Communication/Internet Soft
 Storage/SAN Management Software
 Utility Software
 Software Documentation & Media
 Telephony Software
 Technical Support
 Virtualization Software
 Web Software
 Physical Software

Collaboration Hardware
 Voice Hardware – Phones
 Collaboration Hardware – Video Hardware
 Collaboration Hardware – Voice Hardware – Headsets
 Collaboration Hardware – Voice Hardware Infrastructure

Video & Audio
 Automation & Control Systems
 Cameras
 Medical Displays

		Drones and Virtual Reality Interactive Whiteboards Consumer Television Mounts & Stands Professional Audio Media Player Projectors & Document Cameras Commercial Television Digital Signage Displays Graphics Cards Video Production Screen Protection/Filters Computer Displays Interactive Flat Panel Display Cables Miscellaneous Cables Audio/Video Cables Network Cables SCSI/IDE/floppy cables Telephone/Modem Cables Network Cable Accessories Parallel and Serial Cables USB/FanWire Connectivity Books/DVD Movies Books
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Table 15A: Category 1 - Depth and Breadth of Offered Equipment Products and Services

Indicate below if the listed types or classes of equipment, products, and services are offered within your proposal. Provide additional comments in the text box provided, as necessary.

Line Item	Category or Type	Offered *	Comments
74	Computer hardware, including desktops, laptops, tablets, and related devices;	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW•G's response includes computer hardware, including desktops, laptops, tablets, and related devices.
75	Networking, server, and data storage equipment, including servers, server appliances, racks and cabinets, data storage or data protection devices, and switching technology;	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW•G's response includes networking, server, and data storage equipment, including servers, server appliances, racks and cabinets, data storage or data protection devices, and switching technology.
76	Peripherals, accessories, components, and options, including printers, scanners, monitors, audio visual, digital signage, virtual reality, Esports equipment, unified communication hardware, mobility hardware, cabling, modems, routers, switches, power management, and supplies;	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW•G's response includes peripherals, accessories, components, and options, including printers, scanners, monitors, audio visual, digital signage, virtual reality, Esports equipment, unified communication hardware, mobility hardware, cabling, modems, routers, switches, power management, and supplies.
77	Software related to the purchase of the equipment described in Lines 74-76 above;	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW•G's response includes software related to the purchase of the equipment described in Lines 74-76.
78	Configuration, software implementation, hardware installation, support, assessment, training, and asset lifecycle services related to the purchase of the equipment or software described in Lines 74-77 above; and	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW•G's response includes configuration, software implementation, hardware installation, support, assessment, training, and asset lifecycle services related to the purchase of the equipment or software described in Lines 74-77.
79	Security, cloud, network, data, IT asset lifecycle services, and solutions described in Categories 2 and 3.	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW•G's response includes security, cloud, network, data, IT asset lifecycle services, and solutions described in Categories 2 and 3.

Table 15B: Category 1 - Industry Specific Questions

Table 15B: Industry Specific Questions relate to products and services offered in Category 1 (see Table 15A).

Line Item	Question	Response
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80	Describe your capability to report Sourcewell member purchases of products with environmentally preferred attributes (e.g., eco-labeled, rated, or certified).	<p>CDW•G is dedicated to working with our technology partners to promote their environmentally certified products and assist Sourcewell Members in purchasing them to solve outcomes around their ESG goals and priorities. We also provide the ability to track industry-recognized data to allow Sourcewell Members to better understand their environmental footprint.</p> <p>Sourcewell Members can receive from CDW•G, upon request and by mutual agreement, both EPEAT reporting, which is the leading global ecolabel for the IT sector, and Energy Star, a government-backed energy efficiency measure. For these reports we can provide quarterly, calendar year, or fiscal year reporting, depending on Sourcewell Members' needs. We can typically offer a number of customized reporting options as well, including summary by category, to meet specific Sourcewell Member needs.</p>
81	Identify any reseller certification(s) (or similar third-party validation of technical expertise) that your organization has attained, if any.	<p>Included below is an overview of some of our key partner distinctions:</p> <p>Apple (Diamond Elite partner): Apple's Largest Corporate Channel Partner in the U.S. Apple's only reseller with the designation "Premium Corporate Reseller" CDW-dedicated Apple System Engineers 19 Apple-badged employees supporting CDW 13 CDW-badged Apple resources onsite Apple-certified Mobility Solution Architects</p> <p>We are an Authorized Apple Corporate Reseller for Mac, iPad, Unlocked iPhone, Apple Watch, AppleCare, VPP credit, and Apple accessories (including Beats for specific use case). We provide overnight delivery of stocked products, extensive third-party hardware, and software licensing options, as well as the Apple Professional Services portfolio.</p> <p>Please note, Apple policy states that they are to be the sole reseller for their products with K-12 customers, including both private and public schools. If this policy is repealed, CDW•G is equipped and ready to serve Sourcewell Members.</p> <p>Cisco (Gold Certified Partner): We are Cisco's largest U.S. Direct Reseller and largest National Direct Integrator Partner, having attained the broadest range of expertise across multiple technologies.</p> <p>CDW has achieved the newest of Cisco's Master Specializations in networking, making CDW the first Cisco channel partner in the Americas to hold all five Master Specializations that Cisco offers. The other Cisco Master Specializations are security, collaboration, data center and hybrid cloud, and cloud and managed services. Master Specializations are Cisco's highest and most exclusive level of partner certification.</p> <p>CDW was recognized as the 2022 Americas Partner of the Year by Cisco and as 2022 Cisco Software Partner of the Year. CDW has more than 1,300 Cisco-certified presales engineers, technical specialists, solution architects, and professional services engineers who are available to provide expert guidance and support. Certifications include: 717 Cisco Certified Sales Experts 63 Cisco Certified Internetwork Experts 215 Cisco Certified Network/Design/Voice Professionals 322 Cisco Certified Network/Design Associates</p> <p>In addition, CDW is one of the only resellers in the world actively participating in and working with Cisco in the Cisco Early Field Trial (EFT) program. This program allows our top engineers to receive and test the latest code prior to the general release of the product. It also lets CDW shape the products prior to shipping the first release level. Generally, Cisco only invites two partners to each EFT opportunity, and typical EFT participation is three or four EFTs. CDW historically participates in more than 20 EFTs a year across Data Center, Engineering, Collaboration, and Security.</p> <p>In Canada, CDW recently received Cisco Full Stack Observability and Hybrid Cloud Computing Solution Specializations. These partner-led designations recognize CDW Canada's ability to provide sophisticated, value-added Cisco solutions through in-depth sales capabilities, technology skills, and service offerings.</p> <p>Dell (EMC Titanium Black Partner): CDW is Dell's #1 Partner Worldwide, and provides the following resources: Dell-certified technology architects Dell-certified cloud architects and Dell EMC-certified data scientists Dell-certified implementation engineers</p> <p>HP Enterprise (Platinum Business Partner): CDW is an HP Enterprise (HPE) Platinum Partner and was named the North American Solution Provider of the Year 2023 (CDW Canada and CDW U.S.).</p>

HP Inc. (Platinum Business Partner): CDW is an HP Inc. (HPI) Platinum Business Partner and HPI's #1 partner worldwide. Recent awards include:

Lenovo (Largest Global Partner): CDW is Lenovo's largest Global Direct Response Channel Partner.

Microsoft (Gold Certified Partner): CDW is a Microsoft Gold Certified Partner and a highly ranked Licensing Solution Provider (LSP) and Enterprise Software Advisor (ESA). CDW is also a Microsoft Software Asset Management (SAM) Partner and an Authorized Direct Reseller (ADR) for Open Value licensing programs in all 50 states and Canada. We are the worldwide leader in Microsoft Enterprise Agreements as well as Server and Cloud Enrollments.

CDW is also an Azure Expert MSP for Microsoft Azure.

CDW Cloud Products: CDW currently partners with more than 150 cloud provider partners working in tandem to provide our customers with best-of-breed SaaS, IaaS, and PaaS solutions. A small sampling of our offerings is provided below.

AWS: CDW has achieved multiple certifications for AWS and is one of a handful of Advanced Consulting Partners. CDW has earned the AWS Migration Competency, an elite-level designation held by fewer than 50 companies in North America. CDW coworkers have earned more than 200 AWS certifications including the new AWS Database and Data Analytics Specialty Certifications. CDW has also earned the AWS Storage Competency, confirming our deep storage acumen and our extensive AWS storage partner portfolio (for example, NetApp, Veeam, Druva, and many others).

Google: CDW's comprehensive next-generation Managed Services for Google Cloud Platform (GCP) includes three of the world's 20 Google Cloud Fellows on staff. CDW has also successfully completed the requirements to participate in the Google Cloud MSP Initiative.

Microsoft Azure: As a Microsoft Azure Expert Managed Service Provider, CDW has a record of delivering results to customers in finance, healthcare, manufacturing, small business, government, and education. We also provide full-stack solutions expertise, integrating hardware, software, cloud and services considerations into every Azure discussion. Customers benefit from holistic technology guidance while eliminating the need to coordinate with multiple IT vendors and service providers to design, procure, implement and manage complete Azure solutions.

CDW employs a dedicated vendor accreditations coordinator who takes responsibility for monitoring coworkers' technical and vendor sales certifications in line with our manufacturer partner accreditations. The vendor accreditations coordinator is part of our Vendor Alliances department, which comprises vendor managers for all major hardware manufacturers. We have the highest-level reseller partnerships (Platinum or Gold) with these vendors, which are usually contingent on CDW maintaining minimum numbers of accredited resources at all levels from sales, pre-sales, field and systems engineer, to architect.

Each of the partner vendors has designated an account manager and systems engineer to CDW, who communicates product developments to our vendor managers, as well as the associated technical training courses available. Some vendors also have partner education managers specializing in training and certification guidance for CDW. The vendor managers then work with the vendor accreditations coordinator to identify the staff impacted by the development and make bookings for training and exams.

The vendor accreditations coordinator uses a range of vendor and internal tools to manage technical certifications on an ongoing basis. Vendors' learning management tools give the vendor accreditations coordinator visibility of the following:

- Summaries and detailed breakdowns of CDW's compliance status against its overall vendor certification (Platinum, Gold, etc.) and any technology specialist certifications

- Gap analysis charts for training requirements to be quickly identified
- Information to assist creation of vendor learning plans, which feed into CDW's standard Personal Development Plans

- Records of individuals' certifications, training, exams, and expiry dates of these for tracking by the vendor accreditations coordinator

The vendor accreditations coordinator also uses vendor reports and internal tracking sheets to monitor certifications. These provide gap analysis and qualification road mapping showing individual certification status in various vendor technologies.

82	Describe your maintenance solutions for software products, such as maintenance agreements, software upgrades, continuous updates, patches, and fixes.	<p>CDW•G takes a pre and post sales consultative approach toward software assets that can assist Sourcewell Members through every stage of their lifecycle. It begins with our capabilities of assessing current software environments and assisting in the design and deployment of a software solution within environments.</p> <p>We can integrate and share licensing data with most industry recognized software asset management platforms to support Sourcewell Members' needs.</p> <p>Once deployed, CDW•G can also support maintenance through effective software licensing management and assist with:</p> <ul style="list-style-type: none"> Performing health checks Maintaining the right license position so you are neither over- or under-licensed Establishing consolidated billing Providing ongoing software recommendations Ensuring accurate IT planning and budgeting Maximizing value derived from licensing agreements Applying compliance checkpoints Staying on top of licensing expiration and renewal <p>As part of our contract management roadmap process, our CDW•G software team conducts regular business reviews and contract deep dives to help manage licenses over the course of the contract. Our contract management roadmap also helps keep customers aware of important renewal dates.</p>
83	Describe your website and the ease-of-use for customers, including order placement, payment, order tracking, etc.	<p>CDW•G has a dedicated purchasing page for Sourcewell, currently providing Sourcewell Members direct access to account information, product offerings, and contract pricing on technology products and services: www.cdwg.com/sourcewell</p> <p>In recent years, CDW has continued to evolve our operations with an eye to improving the customer experience, extending to our online customer portal. Sourcewell Members benefit from the evolution of this portal, Rubi, which provides greater tools and options to plan, buy, and manage the technology solutions they need.</p> <p>From one central portal, now accessible from the Rubi Mobile App for additional flexibility, Sourcewell Members can purchase products quickly and easily, selecting shipping, billing, and payment options as they go through the checkout process.</p> <p>From the shopping cart page a user can:</p> <ul style="list-style-type: none"> Add more items to the cart Adjust quantities Save the cart for future purchase Save the cart as a bundle that can be repurchased Email the cart to a colleague Create a standard quote Estimate shipping costs with the Shipping Calculator before checking out Check out using the standard checkout feature <p>Rubi also gives Sourcewell Members flexibility in terms of how they view technology for purchase. Sourcewell Members can choose to view and purchase from CDW's entire online catalog of products, or efficiently create customized catalogs containing specific products.</p> <p>Sourcewell Members can also configure their homepage within the portal based on their needs to make tasks more easily accessible including managing subscriptions and quotes, streamlining repeat purchases, and approving orders.</p> <p>Sourcewell Members, through the Security Settings feature in Rubi, can grant user access to features including access to products, views of their orders or multiple accounts, and roles as a purchaser or approver. Sourcewell Members can also grant administrative rights to set up and maintain advanced website features including the Purchase Authorization System, Custom Catalogs, Asset Management, and Security Settings.</p> <p>Rubi provides key insights, which help reduce guesswork and uncover opportunities for Sourcewell Members to accurately plan their technology implementations. This includes factors such as estimated time of arrival/inventory/supply chain insights to support implementation, order tracking and status, and current CDW Research Hub information around a variety of IT topics including cloud, data analytics, data center, digital workspace, hardware, networking, security, services, and software.</p> <p>Once an order is placed, an Order Status feature in Rubi provides Sourcewell Members complete order status information with time saving links, including the ability to:</p> <ul style="list-style-type: none"> View all recent orders (from the past month to as far back as three years) Search for a specific order by purchase order (PO) number, order number, purchaser, or purchase date View order and invoice details Filter orders according to any of the following statuses:

		<p>Cancelled All Items Shipped Some Items shipped Not Yet Shipped Backordered Item(s) Processing orders View individual shipment details and tracking information Add mobile number to get delivery SMS text message notifications Print a copy of a packing list or original invoice Repurchase a past order Download a report to excel with all open orders Initiate a product return</p> <p>After purchase, Sourcewell Members can use the Asset Hub of the Rubi portal to manage purchases. Features of the Asset Hub include: An asset overview page that shows a view of hardware and software assets purchased through CDW-G, including the total counts of products, asset age, and spend across asset type, category, and brand. A hardware overview page, where Sourcewell Members can view and filter across your hardware assets based on type, brand, asset age, and more, and can click on each line item to see more details. A hardware detail page, where Sourcewell Members will see information such as the quantity owned of a specific asset, technical specifications, availability, and prior orders and can also re-purchase quickly by using the "Buy Again" button. A software overview page, where Sourcewell Members will see software assets broken out across brands, can view total counts of software products and associated licenses and seats, and can quickly view upcoming renewals. Sourcewell Members can also see a list of software assets and can filter on those assets or click to view more details. A software detail page, where Sourcewell Members can view license counts, product attributes, associated licenses for that asset based on order history, and renewal dates for renewable software assets. Additionally from this page, Sourcewell Members can request a quote for a software renewal. A subscriptions page where Sourcewell Members can manage their software subscription assets, including renewal and adding/removing seats.</p> <p>The Rubi portal also allows Sourcewell Members to access consolidated information for two or more related accounts online (for example, headquarters and departments). Upon request, account managers assist in enabling your administrators to view, place, and track orders across the organization without having to log on to multiple accounts and create quotes for multiple accounts. This helps centralize the purchasing process while letting administrators place and track orders by address and location.</p> <p>This capability allows access to the following types of information for accounts linked together: Order status Quote activity Purchase history Financial reporting Purchase approval system</p> <p>CDW-G offers e-procurement integrations to the major providers in the industry, and the capabilities that are available via Rubi are also available via a punch-out catalog.</p>
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Table 16A: Category 2 - Depth and Breadth of Offered Equipment Products and Services

Indicate below if the listed types or classes of equipment, products, and services are offered within your proposal. Provide additional comments in the text box provided, as necessary.

Line Item	Category or Type	Offered *	Comments
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84	Cybersecurity services, such as cyber risk assessments, program strategy and operations, zero trust, skills and training, penetration testing, threat and vulnerability management, content security, network visibility and endpoint detection, log aggregation and correlation, disaster response and recovery, and managed cybersecurity;	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>With nearly 20 years of experience delivering leading information security solutions, we help organizations reduce the complexities involved in making technology decisions in a fast-paced industry. CDW takes a comprehensive approach to security and risk management. We offer world-class technology solutions, expert implementation and advisory services, comprehensive managed services, and proven methodologies backed by customized testing. We help to advance customer security programs and optimize overall IT risk management strategy so customers can protect data, intellectual property, and reputation. CDW cybersecurity solutions and services fall into six buckets: infrastructure, intelligence and analytics, identity and access management, data and application, threat and vulnerability management, and program strategy and operations.</p> <p>Infrastructure. Strengthen the first line of defense against sophisticated threats. Our solutions and services help customers gain extensive visibility into network traffic based on applications, users, and content; remove malicious traffic while maintaining the delivery of legitimate business flows; and securely manage IoT devices.</p> <p>Intelligence and Analytics. Arm staff with the tactical, operational, and strategic insights needed to understand how an organization is being targeted and invest wisely in the right set of countermeasures. Our comprehensive professional and managed services and continuous monitoring solutions help customers streamline security operations with automation. We help customers respond to, remediate, anticipate, and prevent threats to business.</p> <p>Identity and Access Management (IAM). Securely connect users to distributed services and deliver accountability and transparency of access to the business. Our IAM solutions and services promote capabilities spanning internal and cloud-based services, enhancing user experience while ensuring only the right people have access to the right assets, at the right time, and for the right reasons.</p> <p>Data and Application. Protect information assets against mistakes that lead to data leaks and intentional misuse by insiders, as well as external attacks on information infrastructure. We help you protect data no matter where it is stored, used, or transmitted through the development of a data-centric security program.</p> <p>Threat and Vulnerability Management. Evaluate the overall state of security with an objective view of an organization's policies, controls, and processes. We facilitate the development of an effective threat and vulnerability management program, building upon existing security practices to help you continuously find, prioritize, and remediate vulnerabilities. Our expert professional services and world-class solutions help to determine whether data has been compromised and help create new approaches to limiting dwell time and remediating intrusions.</p> <p>Program Strategy and Outcome. Manage an organization's digital risk and compliance profile. We offer a full range of solutions and services to help evaluate programs against established cybersecurity frameworks, keep up with evolving data protection and privacy regulations, augment staff, set policy, and develop and execute a cohesive strategy for extending security throughout the supply chain.</p>
85	Physical security services, such as site assessment, upgrade planning and execution design, installation, integration, access control,	<input checked="" type="radio"/> Yes <input type="radio"/> No	CDW Physical Security Services solutions fall under four categories: video surveillance, access control, environmental sensors, and professional services.

video management, and managed physical security services;

Video Surveillance. Video surveillance has long been a key component of physical security. The advent of inexpensive, network-enabled cameras has made it easier for organizations to increase their video surveillance footprint. Whether limited to critical areas or deployed throughout an enterprise, cameras historically collected video footage that was only used for forensic purposes — something went wrong, and video footage enabled security teams to later determine what happened. Now, IP-enabled video cameras enhanced with analytics and artificial intelligence (AI) can automatically detect and alert on incidents in real-time and be used for operational use cases in addition to security. CDW helps design and implement solutions to modernize video surveillance to get more value from video with services that include:

Envisioning Workshops, Site Survey and Systems Design, Camera Deployment, Video Management System (VMS) Implementation, Software and Analytics Integration, Managed Services, and Day 2 Support Services

Access Control. Modern access control systems — characterized as increasingly digital and IP-connected — allow customers to secure the points of entry to their facilities with IP-enabled controllers and modern credentials including keycards, mobile apps, and biometrics. With new options to manage physical security either on premises or from the cloud, these systems can be closely integrated with video surveillance for improved situational awareness and forensics search. CDW helps customers take advantage of new access control technologies, whether outfitting a new facility or modernizing and retrofitting an existing building, making it easier than ever to protect people, property, and premises with services including:

Envisioning Workshops, Site Survey and Design, Door Controller Installation, Access Control System Implantation, and Day 2 Support Services

Environmental Sensors. The proliferation of Internet of Things (IoT) devices in recent years has resulted in making it possible to easily deploy and utilize sensor-based solutions that monitor atmospheric conditions, detect audio signatures, and use advanced imaging devices (thermal, LIDAR, 3D, etc.). Whether customers need to monitor facilities for airborne chemicals or detect water leaks, rising temperatures, or audio signatures — it is easy to integrate relatively inexpensive IP-enabled sensors into a building's existing physical security system. This greatly improves situational awareness and streamlines incident monitoring and notification processes. CDW helps extend physical security systems to include environmental sensors, enhancing the safety and security of your operations with services that include:

Envisioning Workshops, Site Survey and Design, Door Controller Installation, Access Control System Implantation, and Day 2 Support Services

Professional Services. As organizations face limited time, budgets, and talent to tackle the ever-growing list of challenges running their day-to-day operations, IT leaders need a way to handle priority projects without overtaxing internal staff. CDW Ad Hoc Support Services help meet the demands of organizations in unique ways. We provide skilled staff to augment IT teams with expertise in a wide range of technologies, offering an objective view of IT that helps ensure the right solution to the problems — not just the one that is convenient — through ad hoc support services that include:

Small Installation Projects, Scheduled Maintenance, and Unscheduled and/or Break/Fix

			Engineering and Consulting Services
86	Cloud, such as Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and strategy, design, migration, deployment, and managed cloud solutions;	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Looking at CDW cloud by the numbers, Sourcewell Members working with us benefit from:</p> <ul style="list-style-type: none"> 2 of 50 global Google Cloud Fellows 250+ cloud engineers 5,000+ industry certifications 100+ industry awards 1,200+ cloud partners <p>The cloud offers convenience, flexibility, and agility. The complexities of cloud can lead to increased cost, decreased visibility, and vendor lock-in. With industry-leading hybrid and multicloud architects, CDW's cloud team empowers Sourcewell Members to adopt cloud-native best practices that help cut costs and innovate faster.</p> <p>CDW helps customers achieve cloud goals following a four-step process of assess, design, orchestrate, and manage.</p> <ol style="list-style-type: none"> 1. Assess. Dedicated Sourcewell Member account teams engage cloud engineers assess current IT environments, identify and prioritize goals, and explore possible vendor solutions to fit business needs. 2. Design. We customize a strategy that ensures cloud solutions continually evolve with the business. We also provide risk management methods to secure data, ensure business continuity, and put disaster recovery plans in place. 3. Orchestrate. We follow detailed implementation procedures for proper cloud migrations, including physical server migration, virtual server migration, database migration, physical-to-virtual server migration, server consolidation and enterprise applications. 4. Manage. We help reduce IT burdens on in-house teams and ensure business continuity by managing cloud solutions on high-performing data center ecosystems. We also enable accessible and on-demand provisioning and de-provisioning, reporting, and billing for cloud usage.
87	Network, such as maintenance and monitoring, edge computing, SD-WAN and LAN, and data center networking;	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Organizations have long turned to CDW to implement the best networking solutions, and the value of partnering with our team extends well beyond simplified procurement and savings.</p> <p>The CDW Networking Practice assists customers at every stage of the journey through assessments and roadmap guidance, as well as vendor-focused workshops and jump-start services for the following areas:</p> <ul style="list-style-type: none"> Enterprise and data center networking Software-defined WAN (SD-WAN) Wireless networking and Wi-Fi 6 Network access control (NAC), segmentation and secure campus solutions <p>With more than 120,000 customer networking solutions completed in a 12-month period, CDW networking solution architects combine with almost 500 solution architects to support our sellers and their customers to:</p> <p>Design. Our team of technology experts works with customers to plan an end-to-end solution that fits often unique needs and optimizes business impact.</p> <p>Orchestrate. Comprehensive services help our customers build and deploy customized infrastructure that follows networking best practices.</p> <p>Manage. Through a tiered support structure, our team can monitor and manage network complexities to ensure operational efficiency and security.</p>

88	Data, such as data modernization, data backup, data and document processing and storage, and assessment, validation, production, and management of AI and machine learning solutions; and	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>We provide Sourcewell Members the strategy, architecture, and migration paths required for everything from complex database/data warehouse designs, data exploration and visualization, and data governance, to advanced analytics and machine learning — whether starting with introductory concepts or building and deploying production models.</p> <p>CDW•G works with Sourcewell Members to define and implement an effective data strategy, modernizing data platforms, and implementing DataOps best practices for scalability and agility. We help customers create new data pipelines that can be leveraged for organizational insights, analytics, and visualization. Our experts prove Artificial Intelligence/Machine Learning (AI/ML) business value through minimum viable model (MVM) creation and implement online-ML pipelines for production deployments. Our data architects and ML experts provide rapid, innovative outcomes across data operations; data warehouse modernization; data pipelines; visualization and insights; AI/ML; big data; and contact center AI.</p>
89	Related solutions, such as endpoint security products, network security technologies, identity and access management technologies, security analytics, data security products, IP video monitoring systems, intelligent controllers, mission control systems, electronic locks, network infrastructure, and server room technology.	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>CDW's Security Practice has the depth and breadth to support Sourcewell Members on their entire cybersecurity journey.</p> <p>Security focus areas include:</p> <ul style="list-style-type: none"> Program Strategy and Operations, which offers strategy workshops and program initiation; technology bakeoffs and proofs of concept; zero trust assessments; and internal audit and IT audit services. Cyber Resilience and Compliance, which includes privacy compliance (GDPR, CCPA); privacy maturity assessments; framework maturity assessments; full-scope PCI DSS services; HIPAA security, privacy, and risk; third-party risk management; and Cybersecurity Maturity Model Certification (CMMC) assessments. Identity and Access Management (IAM), which includes rapid assessments and strategy; IAM implementation; user rights and access reviews; solution selection and bakeoff; SIEM deployment and configuration; managed IAM support; and white-glove managed identity. Cloud and Application Security, which includes secure access service edge; cloud native controls; cloud security posture management; cloud workload protection; cloud native application protection platforms; cloud identity and entitlement management; and cloud security architecture. Secure Infrastructure offerings, which include security architecture and design; physical security; next-generation firewall; endpoint protection; email and web security; intrusion detection and prevention; IoT device assessment and strategy; and managed firewall. Skills and Training, which includes cyber workforce development; offensive and defensive security courses; cloud security courses; programming and development security operations courses; data science and analytics; and solution training. Threat and Vulnerability offerings, which include penetration testing; blue/red team exercise; web app testing; threat/vulnerability platforms; endpoint detection and response; incident response; and managed scanning.

Table 16B: Category 2 - Industry Specific Questions

Table 16B: Industry Specific Questions relate to products and services offered in Category 2 (see Table 16A).

Line Item	Question	Response
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90	Describe how you help organizations with their zero-trust programs, if applicable.	<p>CDW Security Services provide independent evaluations of your security posture and help you fortify your weaknesses. CDW's certified experts design comprehensive strategies and solutions for protection and response to all types of threats, both internal, external, virtual, and physical.</p> <p>CDW•G, through Sourcewell's IT Managed Services and Staff Augmentation Solutions 071321•CDW contract, provides Sourcewell Members access to CDW•G's breadth and depth of security services and solutions.</p> <p>Cybersecurity: Driven in part by guidance from both the Cybersecurity and Infrastructure Security Agency (CISA) and the National Institute for Standards and Technology (NIST), nearly 75 percent of security leaders are piloting, actively researching, or implementing zero-trust technology (IDG 2021 Security Priorities Study). CDW helps customers design and execute on multi-year zero-trust buildouts, leveraging existing technology while creating roadmaps to the next generation of solutions. From strategy to deployment and management, CDW offers customers a single-vendor solution to achieving zero-trust goals. CDW helps customers mature their cybersecurity program across five key domains – identity, device, application workload, and data – with full stack product and service capabilities. We serve as a strategic partner with technical, strategic, and executive advisors available to customers to help develop and fulfill roadmaps to align with leading security industry frameworks like those from CISA and NIST.</p> <p>CDW's Security Practice has the depth and breadth to support the entire cybersecurity journey, making security an enabler, not an obstacle. With a full range of assessment, design, orchestration, and managed services, CDW helps customers mature and scale a security program that drives to objectives without slowing innovation.</p> <p>Physical Security: As a comprehensive physical security integrator, CDW•G's Physical Security Solutions practice provides products, designing customized solutions and orchestrating the setup and integration of these solutions tailored to your organization's specific needs. Crafted with public sector customers in mind, this business-to-business offering ensures organizations receive the highest quality security solutions and services while benefiting from CDW•G's extensive expertise in the field.</p> <p>CDW•G helps you mature and scale a physical security program that protects your people, property, and premises. Whether you need the latest VMS or analytics tool, expert advice on system integration, or a strategic partner, CDW•G has the best solution for your business.</p> <p>Increasingly, the responsibility for upgrading, deploying, and managing physical security and video surveillance is being handed over to IT. CDW helps deploy, integrate, and manage physical security systems that improve safety and security – and find opportunities to enhance business operations through advanced analytics.</p> <p>Whether limited to critical areas or deployed throughout an enterprise, cameras historically collected video footage that was only used for forensic purposes. Now, IP-enabled video cameras enhanced with analytics and AI automatically detect and alert on incidents in real time and are used for operational use cases in addition to security. CDW helps design and implement solutions to modernize video surveillance to get more value from video.</p> <p>Modern access control systems – characterized as increasingly digital and IP-connected – allow customers to secure points of entry to facilities with IP-enabled controllers and modern credentials including keycards, mobile apps, and biometrics. CDW helps customers take advantage of new access control technologies, whether outfitting a new facility or modernizing and retrofitting an existing building, making it easier than ever to protect people, property, and premises.</p> <p>The proliferation of IoT devices in recent years has resulted in making it possible to easily deploy and utilize sensor-based solutions that monitor atmospheric conditions, detect audio signatures, and use advanced imaging devices (thermal, LIDAR, 3D). CDW helps extend physical security systems to include environmental sensors, enhancing the safety and security of operations.</p>
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91	Describe how you deliver cybersecurity solutions in accordance with the National Institute of Standards and Technology (NIST) framework, if applicable.	<p>Cybersecurity solutions are delivered following CDW's proven methodology of Listen, Advise, Design, Orchestrate, and Manage and include Health Checks, Workshops, Deployments, and As-Is Migrations. These solutions support our customers' needs to assess, build, migrate and/or consolidate next-gen firewalls, network access controls, cloud security, and all content security solutions.</p> <p>Our strategies and solutions follow the same goals of the NIST Cybersecurity Framework, which provides guidance for reducing cybersecurity risks by helping organizations to understand, assess, prioritize, and communicate about those risks and the actions that will reduce them.</p> <p>With thoughtful acquisitions of Focal Point and Sirius, CDW is now the largest security integrator in North America and has been recognized with more than 150 vendor partnerships and more than 15 Partner of the Year Awards. A quick overview of our security practice reveals:</p> <ul style="list-style-type: none"> Program Strategy and Operations 85+ risk, governance, and strategy experts Cyber Resilience and Compliance 35+ cyber security and advisory consultants Identity and Access Management 110+ advisors, engineers, and architects Cloud and Application Security 10+ cloud security specialists Secure Infrastructure 60+ physical, network, and IR engineers and architects Skills and Training 20+ workforce specialists Threat and Innovation 65+ cyber defense experts
92	Please list any certifications or testing results you or your partner(s) hold which show security posture in your proposed solutions, if applicable.	<p>CDW's security teams blend training and certifications from industry organizations, vendors, and CDW proprietary methodologies. Sample certifications include:</p> <p>Industry</p> <ul style="list-style-type: none"> CISSP – Certified Information Systems Security Professional CISA – Certified Information Systems Auditor CIPP – Certified Information Privacy Professional PCI QSA – PCI Qualified Security Assessor CEH – Certified Ethical Hacker PMP – Project Management Professional CSM – Certified Scrum Master <p>Vendor</p> <ul style="list-style-type: none"> Cisco CCNPs and CCIEs Splunk Certified Consultants and Enterprise Architects AWS Cloud Security Architects Microsoft Certified Systems Engineers Palo Alto Certified Network Security Professionals SailPoint Certified Engineers and Architects Okta Certified Professionals, Administrators, and Architects CyberArk Certified Delivery Engineers <p>CDW sponsors, supports, or aligns methodologies with the training and resources of the following standard-setting bodies:</p> <ul style="list-style-type: none"> CSA – Cloud Security Alliance CISA – Cybersecurity and Infrastructure Security Agency iapp – International Association of Privacy Professionals IDSA – Identity Defined Security Alliance IIA – The Institute of Internal Auditors ISACA – Information Systems Audit and Control Association (ISC)2 – International System Security Certification Consortium NACD – National Association of Corporate Directors NIST – National Institute of Security Standards PCISSC – PCI Security Standards Council

93	Describe how you deliver cloud solutions in accordance with the NIST definition of cloud computing, if applicable.	<p>At CDW, we understand the complexities of cloud can lead to increased cost, decreased visibility and vendor lock-in. With industry-leading hybrid and multicloud architects, CDW's Hybrid Cloud and Multicloud team empowers organizations to adopt cloud-native best practices. Whether hybrid or multi, private or public, we help Sourcewell Members define and reach their cloud vision and goals. Our flexible approach and extensive cloud solution options falls in line with the NIST definition of cloud computing, which calls for "a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction."</p> <p>CDW's Hybrid Cloud and Multicloud practice provides multiple engagement models and delivery mechanisms, allowing Sourcewell Members to select the solution(s) that best suit their needs and digital priorities including:</p> <p>Discovery: Identifies and documents your existing cloud and cloud-native infrastructure and software delivery lifecycle processes.</p> <p>Assessment: Provides evaluations and remediation recommendations based on environment discovery, to meet and exceed cloud-native industry best practices for agile and secure workloads.</p> <p>Design: Provides environment designs specific to your business requirements, and a prescriptive path for getting there.</p> <p>Adoption: Provides education and implementation of the hands-on tools, platforms and processes needed for successfully adopting cloud-native patterns on public cloud or private infrastructure.</p> <p>Strategy: Analyze your application business requirements and provide concrete recommendations for the improvements needed in process, culture, tools and/or people.</p> <p>Proof of Concept: Assist in testing new cloud-native platforms, products and processes, and vet their compatibility in your cloud environments.</p> <p>Implementation: Once vetted, our engineers will implement the designed solution.</p> <p>Custom Development: Additional, non-standard requirements or requests can be proposed, tested, and implemented.</p> <p>Support and Consistency: Ongoing review, support, and managed consistency services to proactively deliver guidance and management recommendations specific to your cloud environment.</p>
94	Describe which deployment methods you provide cloud-based services (e.g., private cloud, community cloud, public cloud, or hybrid cloud), if applicable.	CDW's Hybrid Cloud and Multicloud team empowers Sourcewell Members to adopt cloud-native best practices. Whether hybrid or multi-, public or private, CDW helps customers define and reach their cloud vision.

Table 17A: Category 3 - Depth and Breadth of Offered Equipment Products and Services

Indicate below if the listed types or classes of equipment, products, and services are offered within your proposal. Provide additional comments in the text box provided, as necessary.

Line Item	Category or Type	Offered *	Comments
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95	IT Asset Management Services, including hardware and software asset management, software as a service management, audit management, maturity assessments, sustainability solutions, and repair and maintenance;	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Sourcewell Members working with CDW•G have access to all of their IT asset purchases through Rubi and the Rubi by CDW mobile app – CDW’s trusted digital advisor for customers.</p> <p>Rubi’s Asset Hub displays technology assets in an easy-to-understand manner and helps reduce the time and effort to uncover emerging and urgent technology needs such as:</p> <ul style="list-style-type: none"> Visibility to all hardware and software purchased at CDW reducing the time and effort of manually tracking or waiting for a report from CDW. Software expiration dates are based on the invoice date and the duration of the license or subscription. Other factors such as activation date may also play into the expiration. Quick-glance summaries to identify technology that need immediate attention including software renewals, hardware age, and a consolidated snapshot of the entire product portfolio. Proactive renewal notifications before technology, licenses, or subscriptions expire. Filters to easily pinpoint asset groups or products by category, brand, age, and even estimated renewal dates. Quick search for individual assets by serial number and CDW-applied asset tags. <p>CDW•G also offers a variety of IT Asset Management (ITAM) solutions including:</p> <ul style="list-style-type: none"> Project-Based Engagement: These engagements provide visibility into your license position for a specific publisher or set of publishers. Assessing real data, rather than relying on estimates, shows your decision-makers where the organization stands and builds a business case for implementing ITAM. Maturity Assessment: Maturity assessments are designed to review your IT Asset Management policies, procedures, and tools, and provide you with a detailed outline of potential areas of risk for your business. Ongoing ITAM Solutions: If you want to ensure consistent visibility into your IT assets, CDW can work with you to provide long-term guidance and customized ITAM support services to drive improvement throughout your ITAM journey. Technology Solutions: Our partnerships with industry-leading vendors – Including Certero, Flexera, ServiceNow, Snow, and Zyl0 – enable us to match Sourcewell Members with the technology solution that best fits their ITAM goals and environment. These solutions in turn deliver accurate inventory data using standardized platforms to empower better decision-making.
96	IT datacenter decommissioning, including planning and valuation, data shredding, de-racking, de-cabling, de-powering, and packing; and,	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Datacenter migrations and shutdowns are not a one-size-fits-all solution, as each customer and data center project have unique business requirements and processes. These business objectives drive the assessment, planning, and execution phases of CDW’s Data Center Migration Services, helping to ensure effectiveness and minimize impact to business operations. Our Data Center team leverages experience and expertise to provide an overall solution designed to move or decommission workloads efficiently.</p> <p>Offered as part of CDW Lifecycle Refresh Services, specific datacenter decommissioning services address planning and valuation, data shredding and wiping, de-racking, de-cabling, and de-powering and include:</p> <ul style="list-style-type: none"> Removal and safe disposal of retired assets Field technicians for proper de-install Packing and palletization assistance Secure transport and chain of custody Audit of assets with detailed reporting Certified Data Erasure/Destruction services (NIST 800-88 Standard) Electronics recycling

97	IT Asset Disposal and Retirement Services, including secure data destruction, serialization, asset value recovery, recycling, remarketing, refurbishing, onsite collection, and ESG reporting.	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>How We Work with our ITAD Partners</p> <p>CDW ITAD Services help customers manage end-of-product-lifecycles and safely, securely, and cost-effectively dispose of old equipment. ITAD includes device wiping, removal, evaluation, and recycling. Proper ITAD involves completely wiping devices of sensitive data and environmentally responsible recycling and disposal of e-waste. ITAD helps shield customers from the inherent financial, legal, and environmental risks associated with IT equipment retirement and disposal. Working with their segment-specific, dedicated account teams, customers simply submit a request, and we initiate and oversee equipment removal, audit, test, and wipe for all devices. On completion, customers receive a complete, detailed report that includes a buyback rebate on your CDW•G account for any devices of value.</p> <p>CDW ITAD Services accepts servers, networking equipment, storage devices, laptops, desktops, displays, printers, Chromebooks, smartphones, and tablets.</p> <p>A Full Lifecycle Refresh Solution</p> <p>CDW Lifecycle Refresh Services eliminate the risk in disposing of old IT equipment.</p> <p>Our ITAD Services include:</p> <ul style="list-style-type: none"> Removal and safe disposal of retired assets Field technicians for proper de-install Packing and palletization assistance Secure transport and chain of custody Audit of assets with detailed reporting Certified Data Erasure/Destruction services (NIST 800-88 Standard) Electronics recycling
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Table 17B: Category 3 - Industry Specific Questions

Table 17B: Industry Specific Questions relate to products and services offered in Category 3 (see Table 17A).

Line Item	Question	Response
98	Please list any certifications your company or your delivery partner(s) hold which are relevant to IT Asset Lifecycle Services, such as R2v3, e-Stewards, NAID AAA, ISO 9001, ISO 14001, ISO 45001, and ITAM Forum.	<p>International Organization for Standardization (ISO) certified since 2001, CDW has a mature, well-defined Quality Management Systems that include continued compliance to the following relevant ISO Standards:</p> <p>ISO 9001 – Quality Management System: Sales, configuration, and support of computer and related technology within both of CDW's Configuration Centers.</p> <p>ISO 14001 – Environmental Management System: The environmental activities related to product/service management, inventory control, shipping, returns management, and receiving for computers and related technologies, excluding the office, cafeterias, and the lessee area.</p> <p>In addition, our delivery partners also hold NAID AAA, e-Stewards, and i-SIGMA certifications.</p>
99	Please indicate the standards to which hard drives are wiped, such as the Department of Defense or NIST standard 800-88.	As part of compliance with government and industry requirements, CDW•G adheres to various standards which includes NIST Special Publication 800-88 (NIST SP 800-88), Guidelines for Media Sanitization.

Exceptions to Terms, Conditions, or Specifications Form

Only those Proposer Exceptions to Terms, Conditions, or Specifications that have been accepted by Sourcewell have been incorporated into the contract text.

Documents

Ensure your submission document(s) conforms to the following:

1. Documents in PDF format are preferred. Documents in Word, Excel, or compatible formats may also be provided.
2. Documents should NOT have a security password, as Sourcewell may not be able to open the file. It is your sole responsibility to ensure that the uploaded document(s) are not either defective, corrupted or blank and that the documents can be opened and viewed by Sourcewell.
3. Sourcewell may reject any response where any document(s) cannot be opened and viewed by Sourcewell.
4. If you need to upload more than one (1) document for a single item, you should combine the documents into one zipped file. If the zipped file contains more than one (1) document, ensure each document is named, in relation to the submission format item responding to. For example, if responding to the Marketing Plan category save the document as "Marketing Plan."

- [Financial Strength and Stability](#) - CDW_Financial Strength and Stability.pdf - Sunday December 17, 2023 10:38:44
- [Marketing Plan/Samples](#) - CDW_Marketing Plan Samples.pdf - Sunday December 17, 2023 10:40:58
- WMBE/MBE/SBE or Related Certificates (optional)
- Warranty Information (optional)
- Standard Transaction Document Samples (optional)
- [Requested Exceptions](#) - CDW_Requested Exceptions.pdf - Monday December 18, 2023 11:19:14
- [Upload Additional Document](#) - CDW_Upload Additional Documents.pdf - Monday December 18, 2023 10:41:10
- [Pricing - Category 1](#) - CDW US and Canada Pricing Category 1.xlsx - Sunday December 17, 2023 10:43:49
- Pricing - Category 2 (optional)
- Pricing - Category 3 (optional)

Addenda, Terms and Conditions

PROPOSER AFFIDAVIT AND ASSURANCE OF COMPLIANCE

I certify that I am the authorized representative of the Proposer submitting the foregoing Proposal with the legal authority to bind the Proposer to this Affidavit and Assurance of Compliance:

1. The Proposer is submitting this Proposal under its full and complete legal name, and the Proposer legally exists in good standing in the jurisdiction of its residence.
2. The Proposer warrants that the information provided in this Proposal is true, correct, and reliable for purposes of evaluation for contract award.
3. The Proposer, including any person assisting with the creation of this Proposal, has arrived at this Proposal independently and the Proposal has been created without colluding with any other person, company, or parties that have or will submit a proposal under this solicitation; and the Proposal has in all respects been created fairly without any fraud or dishonesty. The Proposer has not directly or indirectly entered into any agreement or arrangement with any person or business in an effort to influence any part of this solicitation or operations of a resulting contract; and the Proposer has not taken any action in restraint of free trade or competitiveness in connection with this solicitation. Additionally, if Proposer has worked with a consultant on the Proposal, the consultant (an individual or a company) has not assisted any other entity that has submitted or will submit a proposal for this solicitation.
4. To the best of its knowledge and belief, and except as otherwise disclosed in the Proposal, there are no relevant facts or circumstances which could give rise to an organizational conflict of interest. An organizational conflict of interest exists when a vendor has an unfair competitive advantage or the vendor's objectivity in performing the contract is, or might be, impaired.
5. The contents of the Proposal have not been communicated by the Proposer or its employees or agents to any person not an employee or legally authorized agent of the Proposer and will not be communicated to any such persons prior to Due Date of this solicitation.
6. If awarded a contract, the Proposer will provide to Sourcewell Participating Entities the equipment, products, and services in accordance with the terms, conditions, and scope of a resulting contract.
7. The Proposer possesses, or will possess before delivering any equipment, products, or services, all applicable licenses or certifications necessary to deliver such equipment, products, or services under any resulting contract.
8. The Proposer agrees to deliver equipment, products, and services through valid contracts, purchase orders, or means that are acceptable to Sourcewell Members. Unless otherwise agreed to, the Proposer must provide only new and first-quality products and related services to Sourcewell Members under an awarded Contract.
9. The Proposer will comply with all applicable provisions of federal, state, and local laws, regulations, rules, and orders.
10. The Proposer understands that Sourcewell will reject RFP proposals that are marked "confidential" (or "nonpublic," etc.), either substantially or in their entirety. Under Minnesota Statutes Section 13.591, subdivision 4, all proposals are considered nonpublic data until the evaluation is complete and a Contract is awarded. At that point, proposals become public data. Minnesota Statutes Section 13.37 permits only certain narrowly defined data to be considered a "trade secret," and thus nonpublic data under Minnesota's Data Practices Act.
11. Proposer its employees, agents, and subcontractors are not:
 1. Included on the "Specially Designated Nationals and Blocked Persons" list maintained by the Office of Foreign Assets Control of the United States Department of the Treasury found at: <https://www.treasury.gov/ofac/downloads/sdnlist.pdf>;
 2. Included on the government-wide exclusions lists in the United States System for Award Management found at: <https://sam.gov/SAM/>; or
 3. Presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated

by the State of Minnesota; the United States federal government or the Canadian government, as applicable; or any Participating Entity. Vendor certifies and warrants that neither it nor its principals have been convicted of a criminal offense related to the subject matter of this solicitation.

By checking this box I acknowledge that I am bound by the terms of the Proposer's Affidavit, have the legal authority to submit this Proposal on behalf of the Proposer, and that this electronic acknowledgment has the same legal effect, validity, and enforceability as if I had hand signed the Proposal. This signature will not be denied such legal effect, validity, or enforceability solely because an electronic signature or electronic record was used in its formation. - David Hutchins, VP, Strategic Programs, CDW Government LLC

The Proposer declares that there is an actual or potential Conflict of Interest relating to the preparation of its submission, and/or the Proposer foresees an actual or potential Conflict of Interest in performing the contractual obligations contemplated in the bid.

Yes No

The Bidder acknowledges and agrees that the addendum/addenda below form part of the Bid Document.

Check the box in the column "I have reviewed this addendum" below to acknowledge each of the addenda.

File Name	I have reviewed the below addendum and attachments (if applicable)	Pages
Addendum_17_Technology_Products_and_Services Tue December 12 2023 03:16 PM	<input checked="" type="checkbox"/>	6
Addendum_16_Technology_Products_and_Services Thu December 7 2023 03:22 PM	<input checked="" type="checkbox"/>	1
Addendum_15_Technology_Products_and_Services Wed December 6 2023 04:12 PM	<input checked="" type="checkbox"/>	4
Addendum_14_Technology_Products_and_Services Tue December 5 2023 07:50 AM	<input checked="" type="checkbox"/>	2
Addendum_13_Technology_Products_and_Services Fri December 1 2023 01:49 PM	<input checked="" type="checkbox"/>	3
Addendum_12_Technology_Products_and_Services Thu November 30 2023 02:56 PM	<input checked="" type="checkbox"/>	2
Addendum_11_Technology_Products_and_Services Tue November 28 2023 02:59 PM	<input checked="" type="checkbox"/>	1
Addendum_10_Technology_Products_and_Services Mon November 27 2023 02:37 PM	<input checked="" type="checkbox"/>	3
Addendum_9_Technology_Products_and_Services Wed November 22 2023 09:01 AM	<input checked="" type="checkbox"/>	1
Addendum_8_Technology_Products_and_Services Mon November 20 2023 04:30 PM	<input checked="" type="checkbox"/>	2
Addendum_7_Technology_Products_and_Services Wed November 15 2023 03:37 PM	<input checked="" type="checkbox"/>	4
Addendum_6_Technology_Products_and_Services Thu November 9 2023 03:02 PM	<input checked="" type="checkbox"/>	2
Addendum_5_Technology_Products_and_Services Wed November 8 2023 03:28 PM	<input checked="" type="checkbox"/>	2
Addendum_4_Technology_Products_and_Services Tue November 7 2023 02:33 PM	<input checked="" type="checkbox"/>	3
Addendum_3_Technology_Products_and_Services Fri November 3 2023 02:06 PM	<input checked="" type="checkbox"/>	2
Addendum_2_Technology_Products_and_Services Thu November 2 2023 03:08 PM	<input checked="" type="checkbox"/>	1
Addendum_1_Technology_Products_and_Services Tue October 31 2023 03:29 PM	<input checked="" type="checkbox"/>	1

This E-Rate Customer Purchase Agreement (this “Agreement”) is entered into the date the contract is signed, and effective on April 1, 2025 (“Effective Date”) and is made by and between CDW Government LLC an Illinois limited liability corporation with an office at 230 N. Milwaukee Ave., Vernon Hills, Illinois 60061 (“Seller”), and Alameda City Unified School District a non-profit school or library eligible for Universal Service funding, as defined below.

E-Rate Contract Number	138342	Spin #	143005588
E-Rate Funding Year	2025	FCC Registration #	0012123287
Customer	Alameda City Unified School District 2060 Challenger Drive Alameda, CA, 94501	Seller	CDW Government LLC 230 N. Milwaukee Avenue Vernon Hills, IL 60061
Effective Date	April 1, 2025	Quoted Items (see exhibit 1)	470# 250016472

1. DEFINITIONS

As used in the Agreement, the following terms shall have the meanings set forth below:

- A. “Universal Service Administrative Co.” or “USAC” – The not for profit organization designated by the U.S. Federal Communications Commission (“FCC”) to administer and ensure compliance with the Universal Services Fund.
- B. “SLP” - The Schools and Libraries Program of the Universal Service Fund, which includes the E-Rate Program and that is administered by USAC under the direction of the FCC.
- C. “E-Rate” – The education rate funding program that is a part of SLP that provides discounts to keep students and library patrons connected to broadband and voice services and which is one of the programs that form the Universal Service Program.
- D. “Funding Commitment Decision Letter” or “FCDL” – A letter that a Customer receives from USAC which indicates the applicable discount amount for a specific funding year.
- E. “Products” – E-Rate eligible products or services that include computer related hardware but are not limited to caching servers, routers, switches, wireless access points, installation, and warranty maintenance and other items which are eligible for E-Rate discounts in accordance with the rules issued by USAC.
- F. “Funding Year” – The specific calendar period, as defined by the SLP, during which the Customer is approved for funding or discounts on Products. FY 2025 is in reference to the program year.

2. TERMS AND CONDITIONS

All orders submitted to Seller by Customer for Products under this Agreement are subject to the terms and conditions on Seller’s website at <https://www.cdwg.com/content/cdwg/en/terms-conditions/sales-and-service-projects.html> (the “Sales and Service Projects”), unless otherwise stated herein.

3. PURCHASE AUTHORIZATIONS**A. E-Rate Status**

- i. Customer represents and warrants that it qualifies as eligible under the SLP to receive E-Rate funding.
- ii. CUSTOMER FURTHER ACKNOWLEDGES AND AGREES THAT THIS AGREEMENT, WHEN EXECUTED, CONSTITUTES A CONTRACT AS REQUIRED BY FCC.

B. E-Rate Purchases

- i. Customer represents and warrants that all purchases made under this Agreement shall be for its own use and that it is eligible to receive E-Rate funding as specified by USAC.
- ii. IN ACCORDANCE WITH FCC REQUIREMENTS, THE CUSTOMER SHALL SUBMIT A COMPLETED AND SIGNED FCC FORM 486 TO USAC The Form 486 shall be approved by USAC prior to order placement with Seller. See Payment Terms for details.

4. ORDERING AND ASSISTANCE**A. Ordering**

Purchase orders shall be submitted through electronic means (email, electronic data interchange (EDI), etc.) directly to Customer's dedicated account manager. Alternatively, if a copy must be sent via mail, common courier, etc., please reach out to your account manager for the appropriate mailing address.

B. Other Requirements

- i. All purchase orders shall include 1) a contact name; 2) phone number; 3) purchase order number; 4) CDW Part Number and OEM Part Number; 5) Product description; 6) original and discounted Product price 7) percentage Customer owes and percentage SLP owes (if applicable) 8) ship to location; 9) bill to location; 10) BEAR or SPI Order; and 11) FCC Form 471 and Funding Request Number (FRN) number for each part number. SEPARATE PURCHASE ORDERS SHALL BE SUBMITTED FOR PRODUCTS THAT ARE NOT ELIGIBLE FOR E-RATE FUNDING. ALL ORDERS SHALL BE SUBJECT TO ACCEPTANCE BY SELLER.
- ii. If the Customer is unable to commit the full purchase order amount, any balance remaining that was not funded or approved for payment by USAC will be the responsibility of the Customer. The Customer must add the following language to its purchase order:

“The total cost of this purchase order is \$ _____. The E-Rate portion is \$ _____, and is committed by USAC. If there is any reduction or denial of payment with the E-Rate portion, Alameda City Unified School District accepts full responsibility for the cost of this purchase, \$ _____.”

- iii. Should Customer choose to add Product or make substitutions to the Products originally sought, following USAC's funding decision, Customer agrees it will be responsible for the amounts owed for the added or substituted Products in excess of its committed funding from USAC.
- iv. Customer must complete installation of Products ordered pursuant to this Agreement within thirty (30) days of delivery. In the event Customer, or a third party hired by Customer to complete the installation, fails to install the Products within the timeframe provided herein, the Parties acknowledge and agree that Customer will begin to accrue interest on the amounts owed for such Products in an amount of one and one-half percent (1.5%) per month, or the maximum rate permitted by applicable law.

C. Assistance with Order

- i. Customer may call 1-800-328-4239 to get assistance on any purchase order. Any terms or conditions stated in or on the Customer's purchase order which are inconsistent with or in addition to the terms and conditions in this Agreement or the Product Sales Terms and Conditions shall not be valid, are considered null and void and shall not be applicable to or binding on Seller.
- ii. FOR PRODUCTS WHICH ARE DISCONTINUED AFTER A CUSTOMER ORDER HAS BEEN ACCEPTED BY SELLER BUT BEFORE THE PRODUCT HAS SHIPPED, SELLER WILL MAKE REASONABLE EFFORTS TO OFFER A COMPARABLE OR BETTER PRODUCT AT THE SAME OR LESSER PRICE, IF AVAILABLE, UPON SLP'S APPROVAL OF THE PRODUCT SUBSTITUTION. ANY INCREASE IN PRICE THAT CANNOT BE ABSORBED BY THE SELLER WILL BE THE RESPONSIBILITY OF Alameda City Unified School District.

5. PRICE AND PAYMENT TERMS

- i. Payment terms are subject to continuing credit approval by Seller. Seller may change credit or payment terms at any time when, in Seller's opinion, Customer's financial condition, previous payment record, or the nature of Customer's relationship with Seller so warrants.
- ii. Seller may discontinue performance under this Agreement (i) if Customer fails to pay any sum when due under this Agreement or any other agreement with Seller until payment is received or (ii) if Customer is in violation of applicable laws and regulations.

A. Price

The Price shall be as set forth on the Customer's quote from Seller and which is in the form attached hereto as Exhibit I, and as amended from time to time. All prices are exclusive of federal, state, local, or other taxes, which shall be the responsibility of the Customer.

Payment Terms

- i. All payments, regardless of method, shall be submitted to “Accounts Receivable,” please contact your account manager for payment method options.
- ii. CUSTOMER MAY EITHER WAIT TO PLACE AN ORDER PRIOR TO OR AFTER RECEIPT OF ITS FCDL. IN THE EVENT THAT CUSTOMER PLACES AN ORDER PRIOR TO RECEIPT OF THE FCDL, CUSTOMER SHALL BE RESPONSIBLE FOR PAYMENT OF THE ENTIRE PURCHASE PRICE WITHOUT REGARD TO SLP FUNDING.
- iii. Customer must choose one of the following payment methods. However, Customers that choose to order Products prior to receiving their FCDL must follow the BEAR payment method.

**Form 474 Service Provider Invoice (SPI) Method**

Seller will invoice the Customer for the Product price, as set forth on the Product quote, net of the FCDL amount. Customer shall be responsible for making payment within thirty (30) days from date of invoice. There must be an approved FCC Form 486 prior to placing the SPI order.

**Form 472 Billed Entity Applicant Reimbursement (BEAR) Method**

Seller will invoice Customer, upon Product shipment, for the total purchase price without regard to any SLP funding applied to that purchase price for the Products. Customer shall pay the invoiced amount within thirty (30) days from the date of invoice.

- iv. Seller accepts BEAR orders beginning April 1 before the beginning of the Funding Year. Seller accepts SPI orders beginning July 1 of the Funding Year when Customer has received its FCDL and completed the FCC Form 486, Seller DOES NOT accept SPI orders before July 1 of the Funding Year, or prior to the Form 486 approval by USAC.

6. NON-ASSIGNABILITY AGREEMENT

Customer shall not assign or otherwise transfer its rights or delegate its obligations under this Agreement without Seller’s advance written consent. Any attempted assignment, transfer or delegation without such consent shall be void.

The term of this Agreement shall commence on April 1, 2025 (“Effective Date”) and be valid through the later of the Funding Year 2025 or 9/30/2026.

- i. Seller may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice to the Customer.

Customer may terminate this Agreement or withdraw an order upon written notice to Seller if: (a) funds are not appropriated to Customer under this program, or (b) Customer’s School Board rejects this Agreement

(“Termination Notice”). In the event that Customer terminates this Agreement due to non-appropriation of funds, or termination for convenience, then Seller may immediately cease performance. However, the Customer shall remain liable for any Products that have shipped or services, already provided, or have been subscribed or purchased prior to Seller’s receipt of the Termination Notice. Customer shall also be responsible for any of Seller’s out-of-pocket costs arising as a result of any such termination.

- ii. In the event Customer receives an extension of funding from SLP, Customer will notify Seller in writing and the parties may agree to execute an amendment to extend this Agreement.

7. NOTICES

All notices and other communications required or permitted under this Agreement shall be served in person or sent by U.S. mail, Federal Express, or equivalent carrier to the party’s address listed above

8. GENERAL

If any term or provision herein is determined to be illegal or unenforceable, the validity or enforceability of the remainder of the terms or provisions herein will remain in full force and effect.

9. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between Seller and Customer and supersedes and replaces any and all previous and contemporaneous communications, representations or agreements between the parties, whether oral or written, regarding transactions hereunder. No provision of this Agreement may be waived or modified except by an amendment signed by an authorized representative of each party.

10. GOVERNING LAW

This Agreement will be governed by the laws of CA, without regard to conflicts of law rules. Any litigation will be brought exclusively in a federal or state court located in the state or commonwealth where Customer’s location identified above, and the parties consent to the jurisdiction of the federal and state courts located therein, submit to the jurisdiction thereof. The parties further consent to the exercise of personal jurisdiction.

11. DOCUMENT RETENTION

All documents related to this Agreement will be kept on file by both parties for a period of ten (10) years after the project completion in accordance with the rules of the SLP.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

CDW Government LLC



(Authorized Signature)

Anup Sredharan

Printed Name

Title: Sr.Manager, Program Sales

Date: 3/12/2025

Alameda City Unified School District

(Authorized Signature)

Shariq Khan

Title:

Date:

(Authorized Signature)

Gary K. Lym

Title:

Date:

** Upon award, to facilitate contract execution with our countersignature, please sign the enclosed E-Rate agreement and send to pathei@cdwg.com and 470award@cdwg.com

EXHIBIT I – Pricing Offer

CDW Quote Summary

CDW is proposing 2 quotes

1. PHZK775: This quote includes every part number listed on the the RFP
2. *PHZK888: This quote includes optional items for you to choose from

*We were unsure if the district was requesting Foundation Care for all the switches, so we opted to include on an Add-On quote. We also opted to include Central licenses and a 4-post rack, in the event you needed them for the 8360 switches. This was meant to be a menu of items for you to select from.



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

ROBYN ODELL,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PHZK775	3/4/2025	BASE BID	1859067	\$308,314.12

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HPE Aruba CX 8360-48Y6C v2 - switch - 48 ports - managed - rack-mountable Mfg. Part#: JL704C#ABA Contract: MARKET	1	6834379	\$16,546.00	\$16,546.00
HPE Foundation Care 4-Hour Exchange Service - extended service agreement - Mfg. Part#: HU7Z0E Electronic distribution - NO MEDIA Contract: MARKET	1	8273336	\$2,312.00	\$2,312.00
ARUBA CX 8360 V2 BDL Mfg. Part#: JL711C#ABA Contract: MARKET	1	8234230	\$10,207.00	\$10,207.00
ARUBA 1Y FC 4H EXCH SVC Mfg. Part#: H88N4E Electronic distribution - NO MEDIA Contract: MARKET	1	8273976	\$1,425.00	\$1,425.00
HPE Aruba AP-635 (US) - Campus - wireless access point - ZigBee, Bluetooth, Mfg. Part#: R7J28A Contract: MARKET	224	6667331	\$599.00	\$134,176.00
HPE Aruba AP-655 (US) - Campus - wireless access point - Wi-Fi 6E Mfg. Part#: R7J39A Contract: MARKET	10	6829172	\$778.00	\$7,780.00
HPE Aruba AP-MNT-D Campus Access Point Type D Mount Bracket Kit Mfg. Part#: R3J18A UNSPSC: 31162313 Contract: MARKET	340	5617110	\$13.13	\$4,464.20

QUOTE DETAILS (CONT.)

HPE Aruba Networking CX 6200F 48G Class4 PoE 4SFP+ 740W Switch - switch - M	20	7453171	\$4,018.00	\$80,360.00
Mfg. Part#: JL728B#ABA Contract: MARKET				
HPE Aruba 6100 24G 4SFP+ Switch - switch - 28 ports - managed - rack-mounta	20	6389643	\$1,074.00	\$21,480.00
Mfg. Part#: JL678A#ABA Contract: MARKET				

SUBTOTAL	\$278,750.20
SHIPPING	\$0.00
SALES TAX	\$29,563.92
GRAND TOTAL	\$308,314.12

PURCHASER BILLING INFO	DELIVER TO
Billing Address: ALAMEDA UNIFIED SCHOOL DISTRICT ACCTS PAYABLE 2060 CHALLENGER DR ALAMEDA, CA 94501-1037 Phone: (510) 337-7066 Payment Terms: ERATE QUOTES ONLY	Shipping Address: ALAMEDA UNIFIED SCHOOL DISTRICT ROBYN ODELL 2060 CHALLENGER DR ALAMEDA, CA 94501-1037 Phone: (510) 337-7066 Shipping Method: DROP SHIP-GROUND
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Justin Davenport | (866) 246-8136 | justdav@cdwg.com

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Support



Call 800.800.4239

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This order is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>

For more information, contact a CDW account manager.

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Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

ROBYN ODELL,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PHZK888	3/4/2025	ADD-ON/OPTIONAL	1859067	\$10,233.12

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HPE Aruba X414 Universal 4-post - rack mounting kit - 1U Mfg. Part#: J9583B Contract: MARKET	2	6259967	\$101.00	\$202.00
HPE Aruba Central Foundation - subscription license (1 year) - 1 chassis Mfg. Part#: R3K03AAE Electronic distribution - NO MEDIA Contract: MARKET	2	6491044	\$687.00	\$1,374.00
HPE Foundation Care Next Business Day Exchange Service - extended service a Mfg. Part#: H82D2E Electronic distribution - NO MEDIA Contract: MARKET	20	7828201	\$351.00	\$7,020.00
HPE Foundation Care Next Business Day Exchange Service - extended service a Mfg. Part#: HV2C9E Electronic distribution - NO MEDIA Contract: MARKET	20	7764647	\$80.77	\$1,615.40

SUBTOTAL	\$10,211.40
SHIPPING	\$0.00
SALES TAX	\$21.72
GRAND TOTAL	\$10,233.12

PURCHASER BILLING INFO	DELIVER TO
------------------------	------------

Billing Address:

ALAMEDA UNIFIED SCHOOL DISTRICT
ACCTS PAYABLE
2060 CHALLENGER DR
ALAMEDA, CA 94501-1037
Phone: (510) 337-7066

Payment Terms: ERATE QUOTES ONLY

Shipping Address:

ALAMEDA UNIFIED SCHOOL DISTRICT
ROBYN ODELL
2060 CHALLENGER DR
ALAMEDA, CA 94501-1037
Phone: (510) 337-7066

Shipping Method: DROP SHIP-GROUND

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515



Sales Contact Info

Justin Davenport | (866) 246-8136 | justdav@cdwg.com

Need Help?



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For more information, contact a CDW account manager.

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PREPARED FOR

Alameda City USD ("Customer")
2060 Challenger Dr
Alameda, CA 94501

PREPARED BY

Brightly Software Inc
4242 Six Forks Road, Suite 1400
Raleigh, NC 27609

PUBLISHED ON

February 25, 2025



Q-428329

Brian Addicott
Facilities Maintenance Manager
Alameda City USD
2060 Challenger Dr
Alameda, CA
94501

Dear Brian,

Thank you for your interest in our market leading solutions for improving educational operations. We at Brightly are excited about providing you with online tools that will help you save money, increase efficiency and improve services. Brightly is dedicated to providing best in class solutions that are built exclusively for the unique needs of educational institutions, including the following for Alameda City USD:

- CalSave/Epylon contract AEPA IFB #024-D
- <https://calsave.org/2016/04/26/schooldude/>

Subscription Term: 40 months (04/01/2025 - 07/31/2028)

Cloud Services			
Item	Start Date	End Date	Investment
Event Manager Enterprise	4/1/2025	7/31/2025	5,923.88 USD
			Subtotal: 5,923.88 USD
Professional Services			
Item			Investment
Event Manager Implementation with Consulting			11,730.60 USD
			Subtotal: 11,730.60 USD
Total Initial Investment			17,654.48 USD



Cloud Services Subscription

Item	Investment Year 2 Start Date: 08/01/ 2025	Investment Year 3 Start Date: 08/01/ 2026	Investment Year 4 Start Date: 08/01/ 2027
Event Manager Enterprise	17,771.64 USD	18,304.79 USD	18,853.93 USD
Total:	17,771.64 USD	18,304.79 USD	18,853.93 USD



Event Manager – Implementation with Consulting Statement of Work

Summary:

Company will provide specified professional consulting services to Customer to implement Event Manager (EvM), an on-line event management system. These professional services include meeting with key stakeholders to ensure the set-up and configuration of the system will meet Customer's operational needs; location and category hierarchies are configured appropriately; workflows meet the needs of the business; available data is cleaned, aligned and imported; and end users are trained and ready for go-live.

In Scope: The Deliverables below will be considered in scope of this EVM SOW:

1. Implementation with Consulting
2. Training
3. Post Consulting Go-Live Support

Deliverables:

- Project initiation and discovery
- Available location, user, category, event data loaded
- Account configuration
- User acceptance testing (UAT)
- End User training for Tenant Administrator and Approver roles
- API enablement, if requested by Customer (applicable to EvM Professional and Enterprise only)
- Go-Live consulting support
- Unlimited access to LMS and online Help content (during and after implementation)

Acceptance Process:

As each deliverable is completed, the Project Coordinator will confirm with the Customer and document acceptance in the Project Community Portal.

- Project initiation and discovery
 - Kick-off call complete
 - Discovery call complete
 - Data, configuration, and training requirements documented
- Available data loaded
 - Available location, user, category, event data is loaded in EVM to meet documented data requirements.
- Account Configuration
 - Account has been setup and configured to meet documented configuration requirements.
 - Optional and applicable to EvM Professional and Enterprise only: Payment gateway setup
 - If requested by Customer, API enabled and credentials provided to Customer
- User Acceptance Testing



- Consultant-led end-to-end walkthrough and customer UAT has demonstrated to Customer functionality meets configuration requirements.
- End User Training
 - Tenant Administrator and Approver roles have received training on their respective roles.
- Go-Live Support
 - 30-day Go-Live Support period has been concluded.

Assumptions:

Customer Assumptions:

- There will be a single point of contact/project manager for the duration of the project.
- IT department is responsible for ensuring access to mobile devices, internet connections, e-mail access, and web link access to the software such as whitelisting IP addresses.
- The appropriate resources will be available for all scheduled activities. Canceling or rescheduling consulting activities within 2 weeks of the scheduled activity may result in a rescheduling fee being assessed.
- For on-site activities, Customer will provide a dedicated space with adequate technology, including but not limited to monitor/projector, computers, mobile devices, quality phone and internet connections.
- Will provide relevant data to be loaded in a timely manner and in Excel or CSV format. Each record type will be provided in one file with one sheet with column headings and one record with corresponding attributes per row.
- If Customer is unable to provide data in an acceptable format for import, Consultant will guide Customer on how to manually create records.
- API enablement is included with Professional and Enterprise versions of EvM only and upon request
- API development or consulting services are not included
- Online payment fees apply when using the payment gateway feature. A detailed explanation of payment fees can be found here: <https://community.brightlysoftware.com/s/article/Event-Manager-Payment-Fees-Explained> (<https://community.brightlysoftware.com/s/article/Event-Manager-Payment-Fees-Explained>)
- The Invoice (charging for an event/location) Payment Gateway feature applies only to Professional and Enterprise versions of EvM. For all versions of EvM the Registration (registration or sale item) Payment Gateway feature is available for Core, Professional, and Enterprise.
- Customer has up to (5) business days to confirm deliverable acceptance. No response will be interpreted as acceptance.

Company Assumptions:

- Consultant will not access any 3rd party systems for the purpose of exporting data.
- Once End User Training has been completed, 30-day Go-Live Support period begins, consisting of up to 4 weekly 30-minute check-ins with the Implementation Specialist. If customer does not attend a scheduled check-in, it will be assumed no assistance was needed.
- For any on-site activities, Company will bill Customer for actual travel and associated expenses incurred.
- Any services not explicitly included in this SOW are assumed to be out of scope.

Project schedule and approach:



- Kick-off Call with Project Coordinator
 - Confirm software and services purchased
 - Identify key stakeholders
 - Assign resources
 - Schedule key milestone dates, including anticipated project completion date
 - Access to Company's on-line Learning Management System
 - Access to an interactive project plan
- Discovery with Consultant
 - Interview key stakeholders to understand specific maintenance & operations objectives
 - Overview of EVM with key stakeholders, including data import requirements
 - Determine optimal EVM configuration to meet operational requirements
 - Document data, configuration, and training requirements
 - Schedule required consulting activities and confirm projected completion date
- Data loaded by Consultant
 - Review, cleanse, and load available location, user, category, event data
- Account configuration by Consultant
 - Populate key drop-down menus
 - Assist with layout, branding, and community use configuration
 - Configure workflow for request/approval of events
 - Assist with configuring invoicing and cost recovery
 - If applicable, Payment Gateway configured
 - if applicable, API is enable
- User Acceptance Testing
 - Configuration demo to walk through the end-to-end workflow from request to completion
 - Demonstrate key functionality meets configuration requirements
- Consultant conducts End User Training for Administrator and Full User roles
 - End-to-end walkthrough for their role
 - Desktop and mobile training
- Go-Live Support
 - Company provides (4) weekly check-in calls with implementation specialist and Customer
 - Company implementation specialist addresses any issues identified. Where issues require product support, implementation specialist will submit to Company Support.
 - Company consultant adjusts configurations as needed prior to project close.
- Project Close

Sample Project Timeline (project timelines may vary):



TimelineEvents	Day 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Project Kick Off Call	Green													
LMS (Learning Management System) Review and Q&A		Green	Green	Green	Green									
Discovery Call			Green											
Data Review					Green									
Data Loading						Green								
Account Configuration						Green	Green							
UAT (User Acceptance Testing)								Green						
User Training								Green						
Post-Consulting Call									Green					
GLS (Go Live Support)										Green	Green	Green	Green	Green
Project Close														Green

Change Management:

Customer may request that the Company add services not in the specifications by submitting a written proposed change order to the Company. Submitted change requests will be reviewed for approval. Approved change orders will become part of the applicable SOW when executed by both Parties, and the services described therein will become part of the services.

Invoicing:

At the conclusion of the Go Live Support period, the main consulting milestone will be completed and will trigger billing for the full consulting service.



Order terms

BY SIGNING THIS ORDER FORM, WHETHER BY ELECTRONIC OR WRITTEN SIGNATURE, YOU ARE PLACING A BINDING ORDER FOR THE OFFERINGS SHOWN. IF THE INDIVIDUAL ENTERING INTO THIS AGREEMENT IS ACCEPTING ON BEHALF OF A COMPANY OR OTHER LEGAL ENTITY, THE INDIVIDUAL REPRESENTS THAT THEY HAVE THE AUTHORITY TO BIND SUCH ENTITY AND ITS AFFILIATES TO THE TERMS AND CONDITIONS OF THIS AGREEMENT, IN WHICH CASE THE TERM "CUSTOMER" SHALL REFER TO SUCH ENTITY AND ITS AFFILIATES. IF THE INDIVIDUAL ACCEPTING THIS AGREEMENT DOES NOT HAVE SUCH AUTHORITY OR DOES NOT AGREE WITH THE TERMS AND CONDITIONS SET FORTH HEREIN, THE INDIVIDUAL MUST NOT ACCEPT THIS AGREEMENT AND MAY NOT USE THE OFFERINGS.

- A. The "Effective Date" of the Agreement between Customer and Brightly Software, a Siemens Company ("Siemens") is the date Customer accepts this Order
- B. Proposal expires in sixty (60) days.
- C. The Siemens entity entering into this Agreement is Brightly Software, Inc., a Delaware corporation, and the notice address shall be Corporate Trust Center, 1209 Orange Street, Wilmington, DE 19801 USA, Attn: Brightly Software.
- D. By accepting this Order, and notwithstanding anything to the contrary in any other purchasing agreement, Customer agrees to pay all relevant Subscription Fees for the full Subscription Term defined above.
- E. Payment terms: Net 45
- F. This Order and its Offerings will be subject to the terms and conditions of the Terms of Service (the Base Terms together with any applicable Supplemental Terms) found at <http://brightlysoftware.com/terms> (<http://brightlysoftware.com/terms>) ("Agreement"), unless Customer has a separate written agreement executed by Brightly Software, Inc. for the Offerings, in which case the separate written agreement will govern its defined Term. Acceptance is expressly limited to the terms of the Agreement. No other terms and conditions will apply. The terms of any purchase order or other document from Customer are excluded and such terms will not apply to the Order and will not supplement or modify the Agreement irrespective of any language to the contrary in such document.
- G. Where the Customer is a state, local, or public education entity created by the laws of the applicable state, Siemens and Customer agree that the provisions of the State, Local Government, and Higher Education Addendum ("SLED Addendum") found at <http://brightlysoftware.com/terms> (<http://brightlysoftware.com/terms>) take precedence over any conflicting terms in the Agreement to the extent the deviations set forth therein are required by applicable law.
- H. Siemens shall invoice Customer and Customer agrees to pay Siemens the amount specified on this Order. Quantities purchased may not be decreased during the relevant Subscription Term. Customer is responsible for providing complete and accurate billing and contact information to Siemens and notifying Siemens promptly of any changes to such information.
- I. If Customer is paying by credit card or Automated Clearing House ("ACH"), Customer shall establish and maintain valid and updated credit card information or a valid ACH auto debit account (in each case, the "Automatic Payment Method"). Upon establishment of such Automatic Payment Method, Siemens is hereby authorized to charge any applicable fees, including any processing fees, using such Automatic Payment Method.
- J. Customer is responsible for paying all taxes associated with its purchases hereunder. Siemens shall invoice



Customer and Customer shall pay that amount unless Customer provides Siemens with a valid tax exemption certificate, direct pay permit, or other government-approved documentation. Notwithstanding the foregoing, Customer is responsible for, and, to the extent permitted by law, will indemnify Siemens for: 1) any encumbrance, fine, penalty or other expense which Siemens may incur as a result of Customer's failure to pay any taxes required hereunder, and 2) any taxes, including withholding taxes, resulting from making an Offering available to Users in geographic locations outside the country in which Customer is located as per the Order. For clarity, Siemens is solely responsible for taxes assessable against Siemens based on its income, property and employees.

- K. Siemens maintains the right to increase fees within the Subscription Term for Recurring Fee Offerings by an amount not to exceed the greater of prices shown in the investment table or the applicable CPI and other applicable fees and charges every 12 months. Any additional or renewal Subscription Terms will be charged at the then-current rate.
- L. In the event Customer purchases the Cloud Services (including any renewals thereof) through an authorized reseller of Siemens, the terms and conditions of this Agreement shall apply and supersede any other agreement except for any terms and conditions related to fees, payment or taxes. Such terms and conditions shall be negotiated solely by and between Customer and such authorized reseller. In the event Customer ceases to pay the reseller, or terminates its agreement with the reseller, Siemens shall have the right to terminate Customer's access to the Cloud Services at any time upon thirty (30) days' notice to Customer unless Customer and Siemens have agreed otherwise in writing.

Cloud Services

- A. Billing frequency: Annual
- B. Cloud Services Offerings will be subject to the terms and conditions of the General Software and Cloud Supplemental Terms found at <http://brightlysoftware.com/terms> (<http://brightlysoftware.com/terms>).
- C. Any Offerings identified as Cloud Services on this Order shall automatically renew for additional periods equal to the expiring Subscription Term or one year, whichever is longer, unless either party has provided written notice of its intent to terminate the Cloud Service subscription not less than forty-five (45) days prior to the expiration of the then-current Subscription Term.
- D. During the Term, Siemens shall, as part of Customer's Subscription Fees, provide telephone and email support ("Support Services") during the hours of 8:00 AM and 6:00 PM EST, Monday through Friday ("Business Hours"), excluding holidays.
- E. Siemens shall use commercially reasonable efforts to make its Software or Cloud Service available 99.9% of the time for each full calendar month during the Subscription Term, determined on twenty-four (24) hours a day, seven (7) days a week basis (the "Service Standard"). The Service Standard availability for access and use by Customer(s) excludes unavailability when due to: (a) any access to or use of the Cloud Service by Customer or any Account User that does not strictly comply with the terms of the Agreement or the Documentation; (b) any failure of performance caused in whole or in part by Customer's delay in performing, or failure to perform, any of its obligations under the Agreement; (c) Customer's or its Account User's Internet connectivity; (d) any Force Majeure Event; (e) any failure, interruption, outage, or other problem with internet service or non-Cloud Service; (f) Scheduled Downtime; or (g) any disabling, suspension, or termination of the Cloud Service by Siemens pursuant to the terms of the Agreement. "Scheduled Downtime" means, with respect to any applicable Cloud Service, the total amount of time (measured in minutes) during an applicable calendar month when such Cloud Service is unavailable for the majority of Customer's Account Users due to planned Cloud Service maintenance. To the extent reasonably practicable, Siemens shall use reasonable efforts to provide eight (8) hours prior notice of



Cloud Service maintenance events and schedule such Cloud Service maintenance events outside the applicable business hours.

- F. Siemens reserves the right to block IP addresses originating a Denial of Service (DoS) attack. Siemens shall notify Customer should this condition exist and inform Customer of its action. Once blocked, an IP address shall not be able to access the Cloud Service and the block may be removed once Customer is satisfied corrective action has taken place to resolve the issue. Siemens also reserves the right to suspend or terminate service if Customer: 1) performs load tests, network scans, penetration tests, ethical hacks or any other security auditing procedure on the Cloud Service, 2) interferes with or disrupts the integrity or performance of the Cloud Service or data contained therein, or 3) otherwise violates the use restrictions under this Agreement.

Professional Services:

- A. Professional Services Offerings will be subject to the terms and conditions of the Services Supplemental Terms found at <http://brightlysoftware.com/terms> (<http://brightlysoftware.com/terms>).
- B. Unless otherwise specified in an applicable Order: (i) Siemens will perform the Professional Services during workdays, Monday through Friday, up to 8 hours a day; (ii) any estimate of hours or costs are reasonable, good faith estimates only; and (iii) each task is performed as firm fixed price work or time and materials as described in this Order. Siemens is only obliged to supply Professional Services and/or Deliverables as expressly stated in this Order. Siemens shall not be obliged to supply any Professional Services and/or Deliverables without a valid Order.
- C. **Scheduling.** Siemens requires at least 6 weeks advanced notice from the acceptance of an Order to schedule Professional Services delivery dates when travel is required. Onsite Professional Services shall be delivered consecutively in a single onsite visit unless the applicable Order includes the additional fees and incidental expenses associated with multiple visits.
- D. **Unused Professional Services.** Unless otherwise specified in the Order, Siemens reserves the right to expire any unused Professional Services 6 months from the Effective Date set forth on the Order, and Customer will not be entitled to receive a refund for any fees prepaid for such expired Professional Services.
- E. **Customer Cooperation.** Customer will cooperate reasonably and in good faith with Siemens in its performance of Professional Services by: (i) providing access to any necessary Customer Data, (ii) allocating sufficient resources and timely performing any tasks reasonably necessary to enable Siemens to perform its obligations under the Order, and (iii) actively participate in scheduled project meetings. Any delays in the performance of Professional Services or delivery of Deliverables caused by Customer may result in additional applicable charges for resource time.
- F. **Incidental Expenses.** Customer will reimburse Siemens for travel and related business expenses incurred in connection with Professional Services. If an estimate of incidental expenses is included in the Order, Siemens will not exceed a 5% inflation of such estimate without the written consent of Customer.

Additional information

- A. Prices shown above do not include any taxes that may apply. Any such taxes are the responsibility of Customer. This is not an invoice. For customers based in the United States, any applicable taxes will be determined based on the laws and regulations of the taxing authority(ies) governing the "Ship To" location provided by Customer. Tax exemption certifications can be sent to accountsreceivable@brightlysoftware.com (<mailto:accountsreceivable@brightlysoftware.com>).
- B. Billing frequency other than annual is subject to additional processing fees.
- C. Provide Siemens with the purchase order number, if applicable. Acceptance of this Order without a purchase order number indicates that a purchase order is not necessary. Please reference Q-428329 on any applicable



purchase order and email to Purchaseorders@Brightlysoftware.com
(mailto:Purchaseorders@Brightlysoftware.com)

- D. Brightly Software, Inc. can provide evidence of insurance upon request.



At Brightly, we understand the yearly budgeting cycle of educational institutions. If you need us to pro-rate the annual fee based on your budget cycle, please let me know. I will provide you with the pro-rated cost based on the number of months remaining in your fiscal year.

Thanks again for your interest in utilizing our web-native solutions to integrate and more efficiently manage your operations. Please feel free to contact me with any questions at or by email at natalie.schaedler@brightlysoftware.com.

Sincerely,
Natalie Schaedler
Brightly

Please address the purchase order to:

Brightly Software, Inc

4242 Six Forks Road, Suite 1400

Raleigh, NC 27609

***** Please mail or email the purchase order to natalie.schaedler@brightlysoftware.com.**



Electronic Acceptance of Document

Presented to:

Q-428329

January 10, 2025, 2:40:57 PM

Accepted by:

Shariq Khan

skhan@alamedaunified.org

February 27, 2025, 12:44:56 PM CST

IP Address: 10.45.27.26

AMENDMENT NO. 2 to Professional Services Agreement
Dated July 9, 2024

This Amendment is entered into on March 25, 2025, between the Alameda Unified School District (District) and Kyle’s Assessments, LLC. (CONTRACTOR). The District entered into a PSA with CONTRACTOR to conduct psycho-educational assessments, and the parties agree to amend that Agreement as follows:

<p>1. Services</p> <p>Provide additional psycho-educational assessments and provide academic assessments for students as needed.</p>
<p>2. Compensation</p> <p>Original PSA: \$37,500.00 (15 assessments at \$2,500 each)</p> <p>Amendment No. 1: \$50,000.00</p> <p>Amendment No. 2: 51,000.00 (Psycho-educational at \$2,500/ academic at \$900)</p> <p>Amended PSA: \$138,500.00.</p>

3. Remaining Provisions: All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

4. Amendment History:

- There are no previous amendments to this Agreement.
- This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase (Decrease)
1	11/26/24	An increased need for student assessments	\$50,000.00

“DISTRICT”

By: _____
 Name: Gary K. Lym
 Assistant President, Board of Ed

“CONTRACTOR”

By: Kyle Wallace
 Name: Kyle Wallace
 Psychologist

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2024-2025.60 Approval of Budget Transfers, Increases, Decreases

Item Type: Consent

Background: After adopting the fiscal year budget, it is often necessary to make budgetary transfers and revisions. Budget transfers allow budget managers to redistribute funds as needs and plans change, and budget revisions allow the district to increase or decrease funds based on entitlements and grants received.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase revenues and expenditures in the District in the amount of \$36,878.91.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. | #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles. | #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No. 2024-2025.60	3/18/2025	Resolution Letter
☐ Attachment A	3/18/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

March 25, 2025

Resolution No. 2024-2025.60

Approval of Budget Transfers, Increases, Decreases

WHEREAS, the state statute require budget appropriations to be adopted by the Board of Education in the following object codes:

- 1000 Certificated Salaries
- 2000 Classified Salaries
- 3000 Employee Benefits
- 4000 Books and Supplies
- 5000 Services and Other Operating Expense
- 6000 Capital Outlay
- 7000 Other Sources and Uses

AND, WHEREAS, the Board of Education desires to change the adopted appropriations;

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per Attachment A.

PASSED AND ADOPTED by the following vote this 25th day of March, 2025:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

Gary K. Lym, President
Board of Education
Alameda Unified School District

BUDGET REVISIONS

(Budget Revisions affect Fund Balance;
Amounts are either added or subtracted from Fund Balance)

School/Dept	Description	Amount
Alameda High School	Donations	\$ 1,719.00
ASTI	Donations	\$ 487.50
Bay Farm Elementary	Donations	\$ 9,565.00
Encinal Jr./Sr. High School	Donations	\$ 4,248.00
Franklin Elementary	Donations	\$ 21.00
Love Elementary	Donations	\$ 1,188.00
Maya Lin Elementary	Donations	\$ 50.00
Paden Elementary	Donations	\$ 8,618.26
Ruby Bridges Elementary	Donations	\$ 10,982.15
Total Donations		\$ 36,878.91

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2024-2025.61 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 permit the Board of Education, through its designated agent, to legally dispose of surplus equipment that is either obsolete or in disrepair, and thus should be removed from district inventory.

Exhibits A, B and C list items that are either damaged, obsolete, or no longer needed by the district, as well as materials that should be stored or transferred and are not currently required at the site.

Approval of Resolution No. 2024-2025.61 will authorize staff to transfer or dispose of these items in the most appropriate manner, in accordance with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No. 2024-2025.61	3/19/2025	Resolution Letter
☐ Exhibit A	3/19/2025	Exhibit
☐ Exhibit B	3/19/2025	Exhibit
☐ Exhibit C	3/19/2025	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

March 25, 2025

Resolution No. 2024-2025.61

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibits A, B & C - Property Transfer or Retirement Form

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per the Exhibit.

PASSED AND ADOPTED by the following vote this 25th day of March, 2025:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

Property Transfer/Retirement Form

Type of request:

Transfer Waste Recycle

Current Location

District Office- Maintenance Operations and Facilities

New Location

Alameda High School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Lockable cabinet for expensive dance/drama equipment	24-023	24-023	2 - Fair

Submitter Signature



Becca Gimlett

Approvals

Site Admin Signature



Brian D. Addicott

Receiving Site Signature



Angela Barrett

Director Signature



Brian D. Addicott

Asst. Superintendent Signature



Shaiq Khar

Submitted By: Gimlett, Becca

Date Submitted: 1/23/2025

Form #: 66192

Property Transfer/Retirement Form

Type of request:

Transfer Waste Recycle

Current Location

Amelia Earhart Elementary

New Location

Other

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Whiteboard on Wheels with tray	N/A	44643	1 - Excellent

Submitter Signature



Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Bonino, Susan

Date Submitted: 2/24/2025

Form #: 67572

Property Transfer/Retirement Form

Exhibit C

Type of request:

Transfer Waste Recycle

Current Location

Lincoln Middle School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
8	5 broken cabinets & 3 broken tables	not available	not available	3 - Retire/Poor

Submitter Signature



Joan Hulihan

Approvals

Site Admin Signature



Sheila Satho Warner

Director Signature



Brian D. Addicott

Asst. Superintendent Signature



Shaiq Khar

Submitted By: Hulihan, Joan

Date Submitted: 3/3/2025

Form #: 67881

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Update on AVID Featuring Ruby Bridges Elementary, Wood Middle School, and Encinal Jr. & Sr. High School (15 Mins/Information)

Item Type: Information

Background: AVID, which stands for Advancement Via Individual Determination, is a program that was introduced in the 2023-24 SY for 5th grade at Ruby Bridges, 6th grade at Wood Middle School, and 9th grade at Encinal Jr./Sr. High School. In 2024-25 it was expanded to 4th/5th grade at Ruby Bridges, 6th/7th grade at Wood Middle School, and 6th/7th and 9th/10th grades at Encinal Jr./Sr. High School.

For the 2025-26 school year, the program will expand to grades 4-12 at these three school sites. Tonight's presentation is an update on the benefits and status of AVID in AUSD and will feature short presentations by Ruby Bridges Elementary, Wood Middle School, and Encinal Jr./Sr. High School staff and students.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Vernon L. Walton Jr., Ed.D., Director, Secondary Education

ATTACHMENTS:

Description	Upload Date	Type
□ Presentation: AVID Update_3.25.25	3/19/2025	Presentation

AVID Update Featuring: Ruby Bridges Elementary, Wood Middle School, and Encinal Jr./Sr. High School

Vernon L Walton Jr. Ed.D., Director of Secondary Education
Kirstin Snyder, Principal, Encinal Jr./Sr. High School
Jessica Lucio, Principal, Wood Middle School
Juan Flores, Principal, Ruby Bridges Elementary

March 25, 2025

Agenda

- What is AVID?
- Benefits of AVID
- Status of AVID in AUSD
- WICOR
- Presentations: Ruby Bridges Elementary, Wood Middle School, and Encinal Jr/Sr High School

What is AVID?

Advancement **V**ia **I**ndividual **D**etermination

TODAY...

AVID is implemented in:

- more than 7,000 schools
- 47 states
- DoD schools
- Canada
- Australia



AVID impacts more than 2 million students in grades K–12 and 62 postsecondary institutions.

AVID Closes the Opportunity Gap

78%

Took at Least One
Course of Rigor*

AVID students are more likely to
enroll in **AP and Honors classes**

3.4

Average High School
GPA

84%

Applied to Four-Year
College

AVID students are more likely to
complete a **college-readiness
curriculum**

100%

Graduated On Time

92%

Completed Four-Year
College Entrance
Requirements

AVID students are more likely to be
**accepted by a 4-year college and
stay in college**

94%

Accepted to
Four-Year College

Benefits of AVID



- Increases opportunity to enroll & succeed in Honors/AP coursework
- Supports students' executive functioning skills
- Reinforces inquiry, note-taking, and speaking skills
- Peer tutoring during AVID class



AVID in AUSD

2023-24 AVID began at 5th, 6th and 9th grade levels at Ruby Bridges, Wood MS and Encinal Jr./Sr. HS respectively.

2024-25 AVID expanded to grades 4th/5th (Ruby), 6th/7th (Wood), 6th/7th and 9th/10th (Encinal).

A total of 24 teachers have attended Summer Institute.



2025-26 AUSD's AVID program will expand to grades 4-12 at Ruby Bridges, Wood MS, and Encinal Jr./Sr. HS.

This summer we will have 6 more teachers attend Summer Institute in Sacramento.

What is WICOR?

W = Writing

I = Inquiry

C = Collaboration

O = Organization

R = Reading

WICOR is an acronym for Writing, Inquiry, Collaboration, Organization, and Reading.

It's a learning model that helps students develop critical thinking and communication skills.

WICOR is used in elementary, middle, and high schools, and can be adapted for higher education.



Ruby Bridges Elementary



Wood Middle School



Encinal Junior/Senior High School



Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Update from the Office of Equity (15 Min/Information)

Item Type: Information

Background: Tonight, staff from the Office of Equity will present updates for the 2024-25 SY. The presentation will cover the following topics:

- Mentoring / Advising
- Professional Learning
- Curriculum / Instruction
- Student / Family Engagement
- Collective / Individual Progress
- Areas for Consideration and Next Steps

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shamar Edwards, Director of Equity for African American & Multi Ethnic Student Achievement

ATTACHMENTS:

Description	Upload Date	Type
▣ Presentation: Office of Equity Update_3.25.25	3/19/2025	Presentation

Office of Equity Updates

Shamar Edwards, Senior Director of Equity,
African American and Multi-Ethnic Student Achievement
Scholar Advisors: Shanti Croom, Renate Westbrooks, and Aaron Mercadel
Matthew Caniglia, Teacher Encinal HS

March 25, 2025

Values of the Office of Equity

1. Representation Matters and So Do Our Voices!
2. We Meet You Where You Are!
3. **Equity is a Verb!** We Are *Doing* the Work!
4. Our Why Is Our Students And Their Families!
5. We Challenge the Status Quo that Produces Inequitable Outcomes
6. We Are a Community: Celebrate Individual and Collective Progress!

Overview of Tonight's Presentation

01

Mentoring/Advising

02

Professional Learning

03

Curriculum/Instruction

04

Student/Family Engagement

05

Collective/Individual Progress

06

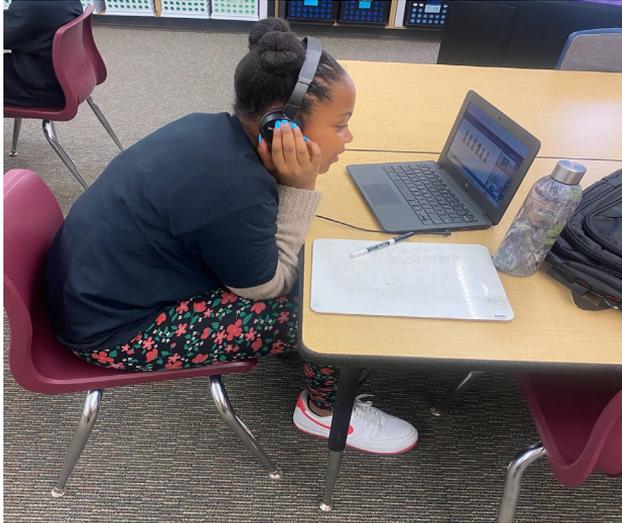
Next Steps/Board Discussion

Equity is a Verb: Mentoring & Advising



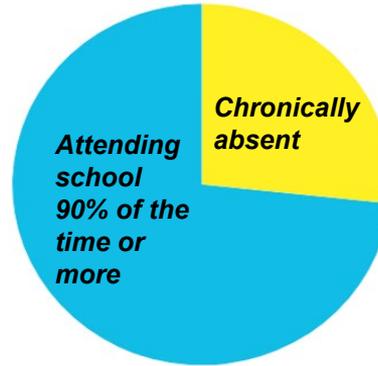
- **Scholar Staff & Student Advisors** provide **case management for up to 20+ Scholar Students** at Maya Lin, Ruby Bridges, EHS Junior Jets, and Wood Middle School
- **Secret Sauce** - committed educators, student advocates, role models, family liaisons, data driven, and members of the larger support team at each site.

Spotlight from Elementary- Black Math Genius



Spotlights from Middle School

- Black History Month Slideshow Contest
- Annual Black History Month Tabling Event & Books (BSU)
- Attendance for Scholar Program Students (see graph below):



Equity is a Verb: Professional Learning for Staff

- Student Behavior and Regulation Techniques
- Student Engagement and Success Strategies w/Scholar Advisors
- Supporting BIPOC Student Achievement in Math w/Dr. Assata Moore (Black Math Genius founder)
- Supporting Student Behavior Part I & II w/ SPG Therapy



Equity is a Verb: Professional Learning for Leaders

- Asset based language and practices (School Board, Principals, Assistant Principals)
 - Participation in Principal CoP - Create a learning space for our principals to address anti blackness and build the capacity of their staff
 - Individual Principal Coaching
 - Executive Functioning Workshop for Teachers/Staff
- Dual-Capacity Framework - Building Trusting Partnerships with families Workshops
 - Black Family Listening Sessions w/presentations to site staff (EHS & Wood)
 - Supporting Black Student Achievement w/Tyson Amir and Milton Reynolds (3 Part Series)

Curriculum & Instruction: AP African American Studies



Equity is a Verb: Curriculum & Instruction - CLR



August & October PD Days with Bay Farm, Earhart, Love, Ruby Bridges Ruby Bridges - CLR Monthly Binder Study and Two Cohorts in Coaching Cycles Earhart - CLR Monthly Binder Study



Culturally and Linguistically Responsive Practices-
V.A.B.B.- Validate, Affirm, Bridge, Build

Equity is a Verb: Student & Family Engagement



Annual Educational Summit 6th-12th grade

Equity is a Verb: Student & Family Engagement



Celebrating Black History Month: Black Resilience and Resistance

Equity is a Verb: Student & Family Engagement

- Drafted the Anti-Hate Speech Student and Family Compact
- Support the BLACK Program w/Tyson Amir at AHS and LMS (Year 2)
- Supported the Stop the Hate Family Forum with DEI Roundtable Leads
- Hosted Live Scan Fingerprinting Party
- BIPOC Families Elementary Workshop (Understand Your Child's Scores and Resources to Help)
- BIPOC Families Middle School Workshop (How to Support your Child in Math)
- BIPOC Families Secondary Night (Navigating high school and prep for college/career)



Equity is a Verb: Celebrating Individual & Collective Progress



Growth of our 10 Students in the first group

Student	grade level	STAR score August	STAR score November
D	3rd	49%	68%
E	3rd	8%	11%
M	3rd	13%	25%
A	3rd	10%	11%
K	3rd	44%	33%
K	4th	20%	42%
Z	4th	44%	45%
D	4th	6%	28%
T	4th	5%	13%
X	5th	31%	21%

Equity is a Verb: Celebrating Individual & Collective Progress

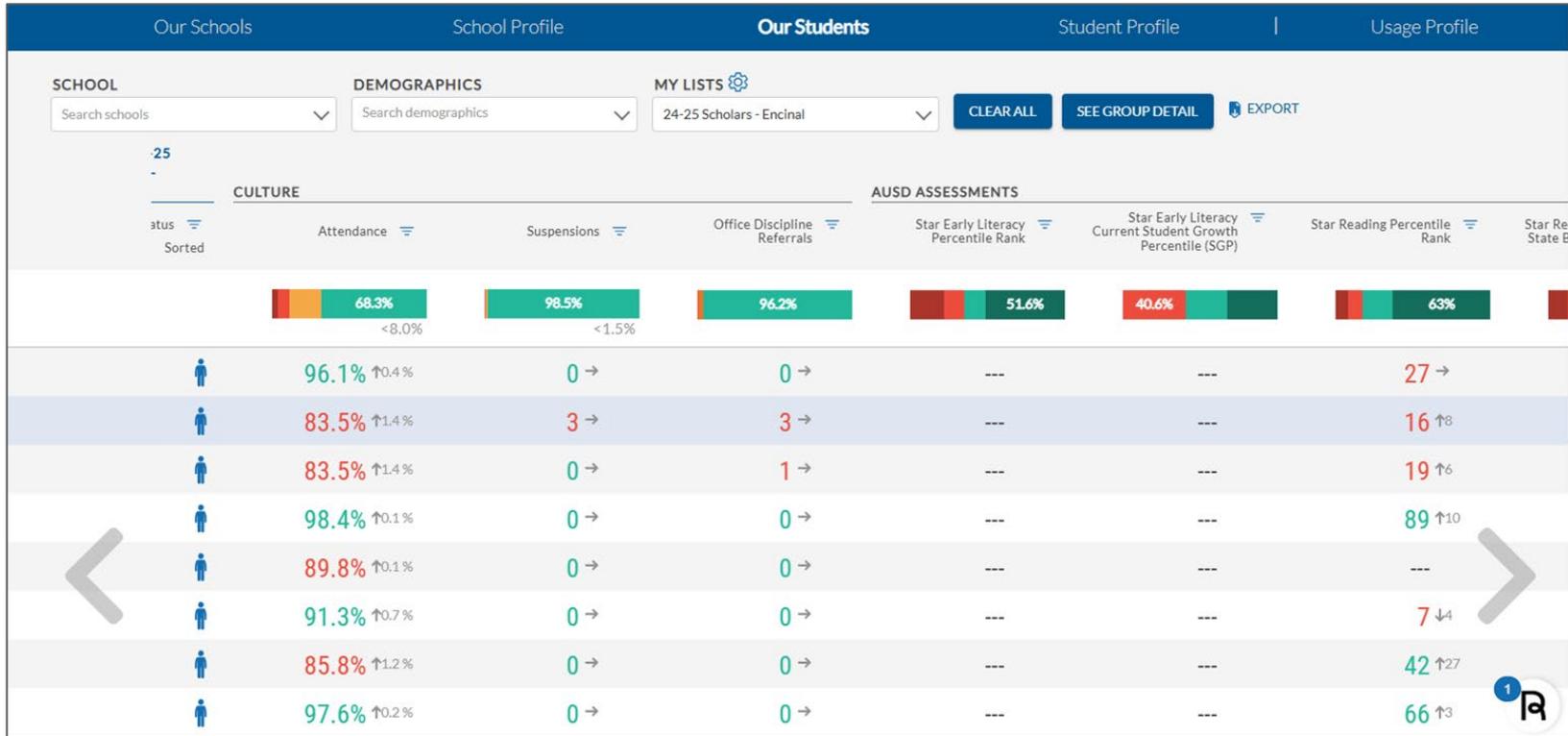
Family Survey 2025

Percent of respondents "Agree" or "Agree Strongly" by item

Item	All	IEP	Black/AA Students	Focal Scholars	Primary Language at home is not English*	LGBTQ+ Students	Non-Binary Students
Teachers and administrators at this school believe that I am doing my best to help my child learn.	78.6%	79.6%	74.3%	100.0%	86.5%	68.1%	71.1%
I believe that staff at this school feel good about my support for their work.	75.5%	78.9%	71.9%	100.0%	82.2%	62.5%	65.8%
Staff at this school really care about this local community.	83.2%	80.9%	77.8%	100.0%	84.3%	79.2%	73.7%
I believe that I do a good job of supporting the teachers at this school	79.0%	81.9%	73.1%	91.3%	86.0%	66.7%	73.7%
At this school, teachers and families think of each other as partners in educating children.	77.8%	77.9%	74.3%	100.0%	84.3%	72.2%	71.1%
I have full confidence in the teachers and administrators at this school.	76.5%	73.9%	67.7%	91.3%	82.7%	66.7%	60.5%
Staff at this school work hard to build a trusting relationship with parents.	72.9%	73.6%	65.3%	91.3%	84.9%	61.1%	57.9%
Teachers and administrators at this school believe that talking with parents helps them understand their students better.	71.6%	76.3%	66.5%	95.7%	82.7%	61.1%	55.3%
I feel respected by teachers and administrators at this school.	74.4%	71.6%	66.5%	91.3%	82.2%	65.3%	65.8%
I feel my cultural beliefs and practices are respected by teachers and administrators at this school.	81.1%	83.3%	76.1%	100.0%	88.7%	75.0%	73.7%
I respect the teachers and administrators at this school.	92.1%	91.0%	88.6%	100.0%	94.6%	84.7%	86.8%
Total	78.4%	79.0%	72.9%	96.4%	85.4%	69.3%	68.7%

Above Overall	Same as Overall	Below Overall
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Equity is a Verb: Celebrating Individual & Collective Progress



Office of Equity: Areas For Consideration

- Budget (Refer to CCEIS)
- Prioritize mandatory Professional Learning opportunities
- Protect the Office of Equity and its original mission (we've only just begun)
- Expand Scholar Advisors across more schools
- Our equity work must translate to improving the following for black students:
 - ELA/Literacy
 - Math
 - A-G eligibility
 - Improved grades
 - Equitable enrollment and outcomes in advanced classes
 - Sense of pride in themselves, their culture, and their future

Level Up for the Office of Equity 2025-26

- Explore and pilot Cesar Chavez Anti-bias Curriculum (another layer of reinforcement to pair with PBIS SEL Toolkit Lessons)
- Modify scholar caseloads as needed
- Additional collaboration between Advisors, Sr. Director of Equity, Elementary/Secondary Directors and Site Principals
- Increase Advisor visibility across more sites
- Increase opportunities for field trips, college tours, guest speakers
- Support the explicit growth in Literacy and Math achievement facilitated by Ed Services



Moving Equity Forward

What Did I Do to Move Equity Forward Today?

Office of Equity Updates

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Parcel Tax Program Annual Reports for 2023-2024 (10 Mins/Information)

Item Type: Information

Background: On November 8, 2016, Alameda voters approved Measure B1, with 74.25% voting yes. This parcel tax will generate approximately \$12 million until it sunsets in 2025. It extended the former Measure A (passed in 2011).

On March 3, 2020, Alameda voters approved Measure A, with 67.1% voting yes. This parcel tax will generate approximately \$10 million per year until it sunsets in 2025.

To ensure public accountability and fiscal transparency, both measures provide for an Oversight Committee to "review District compliance with the terms of this Measure." In October 2020, the Board of Education approved combining the two oversight committees into one, unified "Parcel Tax Oversight Committee" to streamline review of and reporting on the district's overall parcel tax program.

During the 2023-24 parcel tax program, the Committee met with AUSD staff four times in public meetings to review the District's compliance with the terms of Measure B1 and Measure A. All meetings of the Committee were open to the public and complied with open meeting laws as set forth under the Brown Act. Agendas were posted at least 72 hours before each meeting.

This item is a presentation of the AUSD Parcel Tax Program Annual Staff and Oversight Committee Reports for 2023-24 fiscal year.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Susan Davis, Sr. Manager, Community Affairs

ATTACHMENTS:

	Description	Upload Date	Type
▢	2023-24 Committee Report	3/17/2025	Backup Material
▢	2023-24 Staff Report	3/19/2025	Backup Material
▢	Presentation	3/19/2025	Presentation

2032-24 Parcel Tax Oversight Committee Report

Currently AUSD students and staff benefit from two parcel taxes: Measure B1, which was passed in 2016; and Measure A, which voters approved in 2020.

Both measures call for an Oversight Committee to review the District's compliance with the terms of the measures. In October 2020, AUSD's Board of Education approved a policy that allows for one unified committee to oversee revenues, expenditures, and administration of both parcel taxes.

This is the fourth report of that combined committee. It is a companion piece to the 2023-24 Staff Annual Parcel Tax Program Report, which summarizes the revenues and expenditures of 2023-24 parcel tax program.

The Oversight Committee met four times to review and ensure that parcel tax revenues and expenditures were consistent and complied with the measures' language. Agendas and minutes of those meetings can be found on AUSD's [Parcel Tax Oversight Committee web page](#).

The work of the 2023-24 Committee included:

- Reviewing Measure B1 revenues and expenditures throughout the school year
- Reviewing Measure A revenues and expenditures throughout the school year
- Asking for additional data on how Measure B1 revenues are spent across and within each category and what its impact has been, including for the "Closing the Achievement Gap" category
- Asking for continued data on how Measure A has helped to attract and retain employees and requesting that staff develop indicators that can be used to track the parcel tax's effect over time
- Development of the annual staff and committee reports
- Broad discussion of the AUSD budget and how it is impacted by state and federal revenues
- Discussions of Measure E, a parcel tax to combine and replace Measures B1 (2016) and A (2020), which voters approved in March, 2024.

The Parcel Tax Oversight Committee is not responsible for auditing the financial statements of AUSD. As per Board Policy 3221, an audit is performed by an independent, professional accounting firm annually. A sample of that 2023-24 audit is included in the Staff Annual Report. The Committee is also not responsible for making decisions on parcel tax expenditures, although it reviews and discusses those expenditures in some detail at its meetings.

The Committee concludes that the attached staff report properly represents AUSD's expenditures of parcel tax revenues for the 2023-24 fiscal year and that AUSD has complied with the funding priorities established by the voting citizens of Alameda and as approved by the Board of Education.

AUSD's parcel tax program does not solve all the issues caused by deficient state funding for public education. As members of this Oversight Committee, however, we would like to emphasize the crucial role parcel taxes play in our school district, especially in the context of the state's continually deficient and volatile funding.

We are grateful to Alameda voters for continuing to support education in Alameda by approving these taxes. We recognize that we're fortunate to have these additional revenues and the many staff members and programs our parcel taxes support.

We encourage interested community members to consider volunteering to serve on the Parcel Tax Oversight Committee in future years, and we recommend that the community remains engaged in the discussion around additional sources of funding for public education.

The Committee also appreciates the efforts of AUSD staff Susan Davis (Senior Manager, Community Affairs), Shariq Khan (Assistant Superintendent of Business Services), and Steve Chonel (Director, Fiscal Services) in support of our work as a committee and continuously improving our understanding of the parcel tax program by providing data and insights.

2023-2024 Parcel Tax Oversight Committee

Joyce Boyd (Chair)

Jessica Downs (AEA)

Steve Kellner

LaQuisha Lewis (CSEA-27)

Anna Maier

Timothy McQuillan

Kirsten Navis

Sean Noonan

Mark Ouimet

Ronald Parodi (AEA)

Adam Schlosser

2023-24 STAFF PARCEL TAX REPORT



PUBLISHED BY AUSD'S BUSINESS SERVICES DEPARTMENT
MARCH 25, 2025

Superintendent's Introduction

Dear community,

For the last 13 years, AUSD students and staff have benefited from a series of parcel taxes generously approved by our community.

Currently, our district has two parcel taxes.

- **Measure B1** provides about \$13 million per year to protect highly valued programs such as small class sizes in grades K-3; neighborhood elementary schools; secondary school choice; programs to close the achievement gap; high school athletics; enrichment programs; attracting and retaining excellent teachers; counseling and student support services; Alameda charter school students; and technology.
- **Measure A** provides about \$11 million per year to help AUSD attract and retain high-quality employees).



Together, these two taxes provide nearly \$24 million to AUSD's annual budget -- more than 20 percent of AUSD's annual revenues and a crucial source of our funding to develop high-quality programs and attract high-quality employees.

In March, 2024 Alameda voters approved Measure E, a third parcel tax that *replaced, combined, and extended* Measures B1 and A, without increasing tax rates for residents or business owners. With the passage of this tax measure, AUSD can now count on more than \$24 million annually until 2034. (More information on Measure E is available on page 37.)

The following Staff Report summarizes the 2023-24 Measure A and Measure B1 revenues and expenditures. A separate Parcel Tax Program Oversight Committee Annual Report is available [here](#).

I remain deeply grateful to the Alameda community for their support of our students, our staff, and our educational programs. At a time of ever-changing educational priorities and budgetary allocations at the federal and state level, having a stable source of funding at the local level allows us to plan and build stronger programs and attract and retain the high-quality teachers our students need and deserve.

Sincerely,

Pasquale Scuderi
Superintendent, AUSD

AUSD Parcel Taxes at a Glance

	Measure B1	Measure A	Measure E
Approved	November, 2016	March, 2020	March, 2024 (goes into effect July 1, 2025)
Structure	\$0.32/building square foot with a cap of \$7,999; \$299 for unimproved parcels	\$0.265/building square foot with a cap of \$7,999	\$0.585/building area square foot with a cap of \$15,998/parcel
Revenues	~\$13 million	~\$11 million	n/a until 2025-26
Expenditures	~\$13 million	~\$11 million	n/a until 2025-26
Purpose ¹	Maintain high-quality Alameda schools by protecting small class sizes; core academics; art, music, science, innovative, and athletic programs; neighborhood schools; and retaining excellent teachers.	Support all Alameda students and maintain high-quality Alameda schools by attracting and retaining excellent teachers and employees, sustaining strong academic programs in reading, writing, math, arts/sciences, and helping counselors support struggling students.	Support all Alameda students and maintain quality schools without increasing tax rates by: attracting and retaining excellent teachers; sustaining strong academic programs in reading, writing, math, science, and arts; supporting struggling students; and preparing students for college/careers.
Sunsets	June 2025	June 2027	June 2034

¹ As written in the ballot question. Full ballot language is available on [AUSD's Parcel Tax Program web page](#).

What is a Parcel Tax?

California public schools receive the bulk of their revenue through the state government. School districts can raise additional money for programs only one way: through special “parcel taxes.” (To raise funds for facilities, districts can put construction bonds on election ballots, but bonds cannot be used for instructional programs or teachers’ salaries.)

A “parcel” refers to a unit of property. Under state law, parcel taxes can be “flat” (meaning all property owners pay the same amount, no matter the size of their property) or based on a set amount per square foot.

Parcel taxes cannot be based on the value of the property, and districts cannot use other types of taxes — such as income or sales taxes — to generate revenue for their schools. Moreover, these parcel taxes need a supermajority (66.67%) vote to pass if a school board puts the measure on the ballot or a simple majority (50%+ 1) if it is put on the ballot via the citizen initiative process. So far, very few districts have relied on the citizen initiative process, as it has been challenged in the courts.

The advantage of parcel taxes is that they provide a stable source of revenue that can be used for local needs. Put another way, unlike state funding, parcel tax funding does not change in response to state-level budget decisions and can be thoughtfully allocated to resolving local issues.

About 12% of school districts in California use parcel taxes to supplement their state funding, which has been sharply limited by the 1978 Proposition 13. The majority of those districts are in the Bay Area.

Parcel Tax Program Oversight Committee

Both Measure B1 and Measure A stipulate that the district oversight committees to "annually review District compliance with the terms of this Measure." The measures also mandate that the Board of Education "sets the size, structure, and scope of duties of the Oversight Committee."

In October 2020, AUSD's Board of Education voted to combine oversight and reporting of the two parcel taxes to facilitate more streamlined and unified oversight of and reporting on AUSD's parcel tax program. The resulting changes are reflected in AUSD's [Board Policy 3471.01](#).

During the 2023-24 school year, the Oversight Committee reviewed Measure B1 and Measure A revenues and expenditures and made suggestions on how to better analyze and communicate the results of the parcel tax program as a whole.

The current members of the Parcel Tax Program Oversight Committee provide experience in accounting, public school finance and administration, government, organizational development, policies, and regulations, and non-profit management. We are grateful to the committee's expertise, respectfulness, suggestions, and willingness to serve our district's community.

Meeting agendas and minutes, as well as background on AUSD parcel taxes and all Annual Reports dating back to 2011 are available on AUSD's [Parcel Tax Program](#) web page.

2023-24 Parcel Tax Program Oversight Committee Members

Joyce Boyd (Chair)

Jessica Downs (AEA)

Steve Kellner

LaQuisha Lewis (CSEA-27)

Anna Maier

Timothy McQuillan

Kirsten Navis

Sean Noonan

Mark Ouimet

Ronald Parodi (AEA)

Adam Schlosser

Staff Presentations to the Board of Education

AUSD Board Policy 3471 (Parcel Tax Funds) requires that district staff generate three reports about both Measure B1 and Measure A.

For the 2023-24 school year, staff gave the following four presentations about Measure B1 and Measure A to the Board of Education:

June 13, 2023: "[Public Hearing of Budget Proposal 2023-24](#)"

June 27, 2023: The Board approved those recommendations as part of the "[Adoption of Budget for Fiscal Year 2023-24](#)"

October 24, 2023: "[Approval of Superintendent's Recommendations for Members of the Parcel Tax Oversight Committee](#)"

January 23, 2024: "[Parcel Tax Program Annual Reports for 2022-23](#)"

March 25, 2025: "Parcel Tax Program Annual Reports for 2023-24"

This [Annual Report](#), as well as the Oversight Committee's report, will be presented to the Board of Education in March, 2025. Both reports will be posted to AUSD's Parcel Tax Program page.

At the request of the committee, a sample of parcel tax expenditures was tested by the auditor as part of the general audit of district finances this year. The auditor has reported:

Revenue of \$13,018,392 and expenditures of \$13,018,392 for the Measure B1 parcel tax for the year ended June 30, 2024 are included in these audited financial statements.

Revenue of \$11,056,199 and expenditures of \$11,056,199 for the Measure A parcel tax for the year ended June 30, 2024 are included in these audited financial statements.

The full auditor's report is available on our [District Financials web page](#).

2023-24 Parcel Tax Oversight Committee Meetings

The 2023-24 parcel Tax Oversight committee met four times:

- March 14, 2024
- October 11, 2024
- December 4, 2024
- March 5, 2025

Each of these meetings was open and noticed to the public.

Agendas, minutes, and supporting documents for these meetings are available on the [Parcel Tax Program Oversight Committee page](#).



AUSD welcomes volunteers at all levels of our organization. From supporting school sites with lunch supervision, tutoring, and driving students on field trips to participating in district-level committees about AUSD's budget, facilities, and curricula, volunteers play a pivotal role in the healthy functioning of our schools, our district, and our community at large. You can learn more on our [Ways to Get Involved web page](#).

2023-24 Measure B1 Revenues

In June 2023, when the Board adopted its 2023-24 budget, the District projected that Measure B1 would generate revenues of \$12,844,327 that fiscal year. This projection was based on tax information from Alameda County.

At the time of the unaudited actuals (“closing of the books”) for 2023-24 in September 2024, the actual Measure B1 revenues received for the year were \$13,018,391 — \$174,064 more than expected.

Note: *As parcels on Alameda Point continue to be divided and sold, we expect tax revenues to continue to increase. This is because each time a large parcel is divided, the \$7,999 cap is lifted, and the resultant new parcels generate more revenue. New homes built on the island will also be contributing to the Measure B1 revenues.*

Revenue Category	Measure B1
2023-24 payments	\$12,859,546
Possessory Interest on government property*	128,869
Prior Year Revenue	29,976
TOTAL	\$13,018,391

**Possessory interest is paid by lessees of City of Alameda property, including property at Alameda Point.*

Exemptions

A property that is the primary residence of a community member aged 65 or older or who receives Social Security for a disability is eligible to be exempted from the parcel tax.

Category	Number of Exemptions
Seniors	3044
Supplemental Security Income (SSI)	1
Social Security Disability Insurance (SSDI)	6

Exemption forms are available on AUSD’s [Measure B1 web page](#).

2023-2024 Measure B1 Allocations and Expenditures

Item #	Expenditure Category	Percentage Originally Allocated	Percentage Spent (2023-24)	Amount Spent (2023-24)
1	Small Class Sizes K-3 •Maintaining 25:1 K-3 class size	13-14%	14.07% ¹	\$1,801,000
2	Neighborhood Elementary Schools	7-8%	7.16%	916,000
3	Secondary School Choice Initiative & AP Courses •EHS 8 AP Sections •AHS 9 AP Sections •ASTI (maintaining small class sizes) 2 FTE ² •Island (maintaining small class sizes) 2.8 FTE	7-8%	7.28%	932,014
4	Programs to Close Achievement Gap •Restore 5 days of instruction ³ •Strategic Instruction Model (SIM) Initiative ⁴	15-16%	13.04% ¹	1,668,661
5	High School Athletic Programs •Coach stipends •Athletic supplies •Outside services	4.00%	4.00%	511,960
6	Enrichment Programs •Elementary schools - music, PE, and libraries •Middle schools - 4 Fine Art sections •High schools - 10 Fine Art sections	9-10%	9.73%	1,245,056
7	Attract and retain excellent teachers •Maintenance of current AEA salary schedule	25-26%	30.72% ¹	3,932,441
8	Counseling and student support services •Counselors: 6 FTE •College Career Techs: 0.8 FTE	6.00%	6.00%	767,939
9	Alameda Charter Students	3-4%	3.00%	383,970
10	Technology •Equipment •3.5 FTE	5%	5.00%	639,950
11	Adult Education	4%	0% ¹	0
	Subtotal (Measure B1)			12,798,991
	Accountability and Transparency	1.5-2%	1.68%	219,400
	Total 2023-24 parcel tax expenditures			\$13,018,391

1. Allocations for this category were adjusted due to changed funding circumstances. Please see page 10 for details.

2. FTE: Full-time equivalent

3. These days were cut in 2010 when a prior parcel tax, Measure E, did not pass.

4. "SIM" provides curriculum, strategies, and tools for interventions and supports for secondary students.

Measure B1 Allocation Changes

The former Measure A (2011) and the current Measure B1 (2016) clearly articulate the percentage of parcel tax revenue that should be allocated to the 11 categories. The Measures also allow for the Board of Education to change the allocations under two scenarios: 1) a fiscal emergency; or 2) a changed funding circumstance.

AUSD's Board of Education has adjusted the allocations for Measure A and B1 two times.

In **2015-16**, the California Department of Education began funding adult education after a four-year hiatus. Because Measure A allowed for a re-allocation of funds in the event of "changed funding circumstances," the Board of Education approved distributing the \$480,000 typically spent on Adult Education to the three most expensive categories of Measure A funding:

- Attracting and retaining excellent teachers
- Programs to close the achievement gap
- Small class sizes in grades K-3

This redistribution has continued with Measure B1.

In **2018** the Board approved [a resolution](#) reallocating \$395,788 from the Program to Close the Achievement Gap category to Attracting and Retaining Excellent Teachers due to increased Local Control Funding Formula (LCFF) Supplemental revenues aimed at helping our struggling learners.

As such, in the following pages, category descriptions include both the original allotment described in the Measure B1 ballot language and, where relevant, the percentage actually spent due to these changed funding circumstances.

Resources

- AUSD: [Measure B1 web page](#)
- AUSD: [Measure A web page](#)
- AUSD: [Board Policy 3471: Parcel Taxes](#)
- AUSD: [District Financials](#)
- Ed100: ["Parcel Taxes and Bonds Demystified"](#)

Measure B1 Expenditures Per Category

Maintaining small class sizes in grades K-3

“Small class sizes: 13-14 % of the Available Revenues of this Measure shall be dedicated annually to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms. Revenues from this Measure will support small class sizes in a manner which may not be achieved solely with support from the District's General Fund.”

Percentage originally allocated in Measure B1:
 13-14% of parcel tax revenues
Re-allocated percentage: 14-15%
Percentage spent in 2023-24: 14.07%

In 2023-24, the District spent \$1,801,000 to keep K- 3 classes staffed at a 25:1 maximum.

State law mandates a minimum of 31 for kindergarten and 30 for grades 1-3. Without this measure, K-3 class sizes most likely would need to be higher.

Smaller class sizes have been linked to better outcomes for students, especially for those students who have traditionally been underserved in education systems. As such, maintaining smaller class sizes provides an important foundation to learning for all students, especially when combined with high-quality teaching.



Every year, 3rd graders at Bay Farm School combine a celebration of Valentine's Day with hands-on learning by running a Valentine Post Office - complete with roles of mail sorters and letter carriers, stamps, and a branch post offices.

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
100%	0%

Maintaining High-Quality Neighborhood Elementary Schools

“7-8% of the Available Revenues of this Measure shall be dedicated annually to maintaining high-quality neighborhood elementary schools. For purposes of this Measure, high quality shall be determined by external measurements, parental choice, and student outcomes. Revenues from this Measure may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum.”

Percentage allocated in Measure B1: 7-8% of parcel tax revenues
Percentage spent in 2023-24: 7.16%

In 2023-24 the District spent \$916,000 to support principals, office managers, health clerks, and custodians at AUSD’s elementary schools.



Research shows that safe and welcoming school communities support better outcomes for students.

Neighborhood schools confer a number of benefits. Key among them are creating optimal conditions for learning by developing close-knit communities at our campuses. In addition, enabling walking and biking to school helps reduce traffic and pollution in our community, supports student independence, and improves student health.

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
100%	0%

Supporting Secondary School Choice

“7-8% of the Available Revenues of this Measure shall be dedicated annually to maintaining Advanced Placement Courses and supporting the secondary school choice initiative to create different educational pathways to careers and college. Revenues from this Measure may be used to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous, relevant, and interesting curricula to engage young learners as more specifically set forth in the Master Plan. Revenues from this Measure may also be used to sustain secondary courses with student to teacher ratios less than 35 to 1.”

Percentage allocated in Measure B1: 7-8% of parcel tax revenues

Percentage spent in 2023-24: 7.28%

Providing options for secondary learning gives students more opportunities to engage in rigorous and varied academic pathways that support their interests and goals. Included among AUSD’s secondary school options are:

- The **Alameda Science and Technology Institute (ASTI)** provides students the opportunity to earn community college credits during their 11th and 12th grades. The school seeks out students who are traditionally underrepresented in the areas of socioeconomic level, home language, and ethnicity.
- **Island High School**, AUSD’s “continuation” program, provides an alternative diploma program for students who are at risk of not graduating from high school.

In 2023-24, the District spent \$932,014 on this category. This allocation supplemented our funding for Advanced Placement classes at our comprehensive high schools, as well as smaller class sizes at ASTI and Island High School.

- 8 AP sections at Alameda High: \$245,140 (26% of total allocation)
- 7 AP sections at Encinal High School: \$172,055 (18% of total allocation)
- Smaller class sizes at ASTI to support its programs: \$223,262 (24% of allocation)
- Smaller class sizes at Island High School to support its programs: \$291,557 (31% of total allocation)

PERCENTAGE SPENT ON SALARIES

100%

PERCENTAGE SPENT ON MATERIALS

0%

Supporting Programs Designed to Close the Achievement Gap

“15-16% of the Available Revenues of this Measure shall be dedicated annually to supporting programs which are specifically designed to close the achievement gap. Revenues from this Measure may be used to support professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support.”



Every year, AUSD students celebrate the November 14 “Ruby Bridges Walk to School Day” in honor of the civil rights icon’s first day integrating her elementary school in New Orleans.

Percentage originally allocated in Measure B1: 15-16% of parcel tax revenues
Re-allocated percentage: 13-14%
Percentage spent in 2023-24: 13.04%

In 2023-24, the District spent \$1,668,661 to maintain five extra days in the school year. This investment provides much-needed time for professional development (PD) for teachers. In 2023-24, that PD included: sessions on best practices for teaching reading, writing, math, history, and Ethnic Studies, as well as sessions

focused on English Learners, students receiving special education services, and restorative practices.

The Parcel Tax Oversight Committee has consistently requested data on how these allocations support narrowing its achievement gap. It is difficult to find a direct correlation between parcel tax allocations and increased achievement due to:

- **Confounding factors:** Over the years, AUSD has implemented a wide range of programs to help close the achievement and opportunity gaps. Not all of them are funded by parcel taxes. This makes it hard to correlate results to specific programs.
- **A lack of uniform, systemic data** on the effectiveness of PD programs.
- The **CDE’s pause on standardized tests** in 2019-20 and 2020-21. As such, it wasn’t until this year that we were able to gather data for three consecutive years and get a better sense of trends in achievement.

While we cannot yet say our programs have significantly improved “closing the achievement gap,” we are seeing a positive trend as we continue to recover from the pandemic, as detailed on the next page.

First, surveys administered to teachers after professional development sessions show a deep appreciation for the content covered. After one session, for instance, 64% of AUSD teachers said they are currently implementing Culturally Responsive Teaching strategies in their classrooms. “I use a variety of ways students read-aloud or respond & share thoughts/questions,” one respondent wrote, “[and] routines for students to share about themselves (community circle, weekly student in the Spotlight); share/discuss our cultural and language backgrounds/experiences when they connect to our learning/lessons...”



AUSD teachers have opportunities for professional development every summer, as well as several times throughout the school year.

Said another, “(Sharroky) Hollie's book and the training are so important and valuable for our reality of teaching and working with students from a variety of cultural and language backgrounds. We really need to intentionally plan and practice ways to VABB {Validate, Affirm, Build, and Bridge} so that our students truly feel they belong and aren't ‘outsiders’ or ‘less than’ the mainstream white culture we live and work in.”

Second, at a high level, AUSD’s students have continued to perform at higher levels than the county and state since the pandemic, and they have bounced back from the learning loss that they – like students in public schools around the country – experienced around the country. However, as the following tables show, persistent gaps remain between certain demographic groups, including between African-American students and White and Asian students and students with IEPs and those without IEPs.

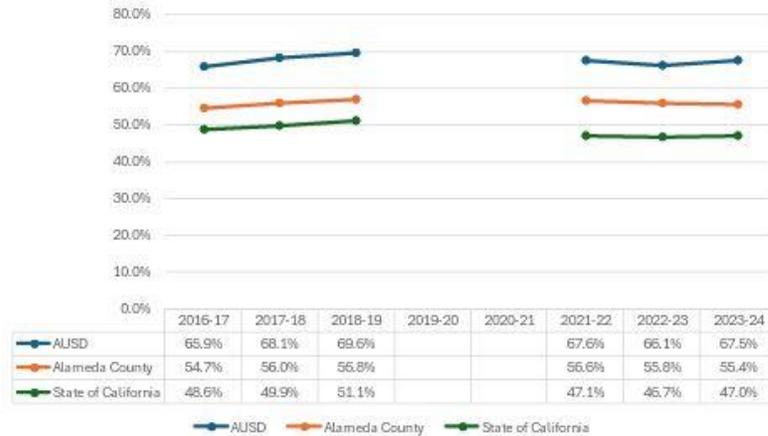
In consideration of these gaps, under the 2023 Strategic Plan, AUSD is implementing several programs designed to close that gap, including full-day kindergarten, developing a new literacy framework, adopting new curricula, improving math pathways and curricula, providing mentor/advisors to African-American students, and creating a scholar program to support students and families with demonstrated need.

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
100%	0%

2023-24 Student Achievement Data: English Language Arts

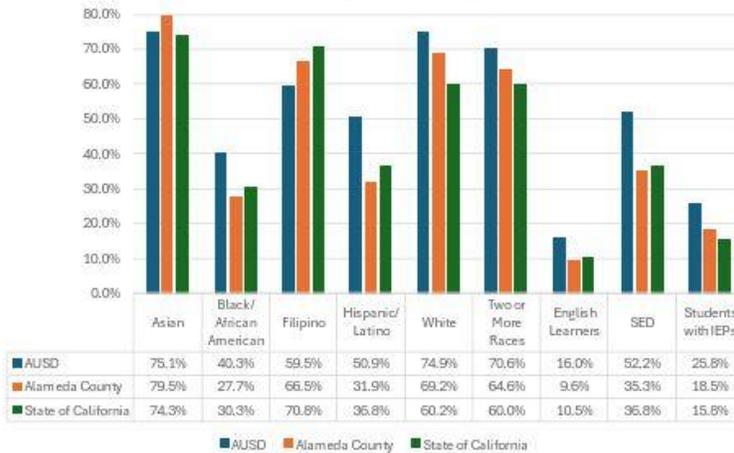
ELA Overall

ELA SBAC Results Over Time
Percent of Students Meeting/Exceeding Standard



ELA by Student Groups

ELA SBAC Results by Student Group
Percent of Students Meeting or Exceeding Standard 2023-24

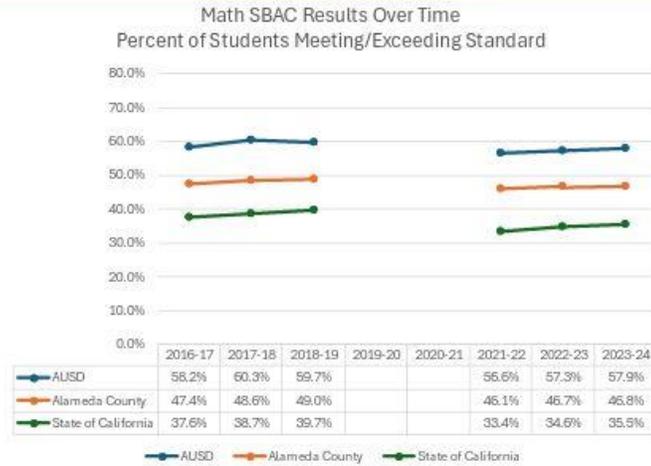


2023-24 Summary of English Language Arts Data*	
Bright Spots	Areas for more work
Overall, AUSD students continue to significantly outperform the average across California and Alameda County.	The percent of Filipino AUSD students meeting the standard is 11.3% less than the state average for Filipino students.
Overall, the percent of students meeting the standard increased slightly from last year (1.4%)	The percent of students meeting the standard declined 2.7% for English Learning students from last year and the year prior (-2.5%). Filipino-identifying students experienced the largest decline (-6.6%).
The percent of students meeting the standard increases as we move up in grade spans (+5.5% between grades 3 and grade 11).	The percent of students meeting the standard declined in grade 11 (2.7%) from last year.
The percent of students meeting the standard who identify as Black/African American and students who are socioeconomically disadvantaged increased 7.9% and 5.6%, respectively, from last year.	Opportunity gaps persist between Black/African American and Hispanic students compared to White, Asian, and Multiracial students.
Gaps between student groups lessen (from 34.6% to 17.5%) when students of low socio-economic status are removed from the analysis. This is an indication of the way in which family socio-economic status can affect student outcomes.	Gaps persist across student racial groups even when controlling for socioeconomic status.

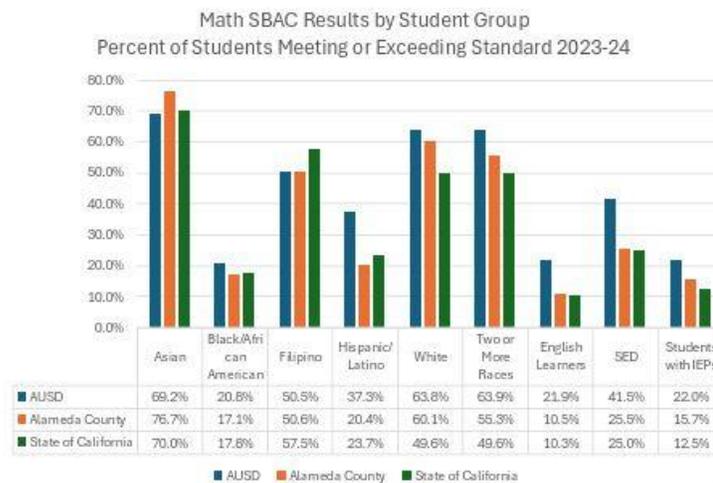
*From: "[2023-24 Math and English Language Arts Smarter Balanced Assessment Consortium \(SBAC\) Results](#)," presented to the Board of Education by Lindsey Jenkins-Stark, Senior Manager of Research, Assessment, and Data on November 12, 2024.

2023-24 Student Achievement Data: Mathematics

Math Overall



Math by Student Groups



2023-24 Summary of Mathematics Data*	
Bright Spots	Areas to Dig More Deeply
AUSD significantly outperforms the state results overall (+22.4%) and when comparing most student groups (range of +3% to +16.5%).	The percent of AUSD students meeting the standard is less than the state for Filipino (-7%) and Asian (-0.8%) student groups.
Overall, the percent of students meeting the standard increased slightly (+0.6%) from last year.	The percent of students meeting the standard decreases 26.1% between grade 3 and grade 11.
The percent of students meeting the standard increased slightly among students identifying as Filipino (+3%), Black/African American (+0.7%), Hispanic/Latino (+2%), Two or More Races (+1.6%), English Learners (+1.8%), and Socio-Economically Disadvantaged (+5%) compared to last year.	The percent of students meeting the standard who identify as Asian decreased .4% since last year, and the percent who identify as White decreased .8%. The percent of students with IEPs who met the standard remained the same as last year.
Gaps between student groups lessens (from 43% to 23.7%) when students of low socio-economic status are removed from the analysis. This is an indication of the effect that family income has on student achievement.	Opportunity gaps persist between Black/African American, Filipino, and Hispanic/Latino students compared to White, Asian, and Multiracial students. Opportunity gaps also persist between students with IEPs compared to those without and English Learning students compared to non-English Learning students.

*From: [“2023-24 Math and English Language Arts Smarter Balanced Assessment Consortium \(SBAC\) Results,”](#) presented to the Board of Education by Lindsey Jenkins-Stark, Senior Manager of Research, Assessment, and Data on November 12, 2024.

Maintaining High School Athletics Programs

“4% of the Available Revenues of this Measure shall be dedicated annually to maintaining high school athletic programs. Revenues from this Measure may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment, and other operational costs.”

Percentage allocated in Measure B1: 4% of parcel tax revenues

Percentage spent in 2023-24: 4.00%

In 2023-24, the District spent \$511,960 in Measure B1 funds to maintain high school athletics. These funds contribute to coaches’ stipends, uniforms, and equipment at both Alameda High School and Encinal High School. (Students at ASTI are permitted to play on the comprehensive high schools’ teams.)

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
93%	7%



More than a century of studies has shown that participating in high school sports confers numerous benefits, including improvements to mental and physical health, boosts to academic performance, development of leadership and social skills, and increased self confidence and social intelligence.

Maintaining Art, Music, Drama, PE, and Library as Integral Subjects of the K-12 Curriculum

“9-10% of the Available Revenues of this Measure shall be dedicated annually to maintaining art, music, and drama as integral subjects of the K-12 curriculum. Funds may be used to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment, and facilities.”

Percentage allocated in Measure B1: 9-10% of parcel tax revenues

Percentage spent in 2023-24: 9.73%

In 2023-24, the District used \$1,245,056 in Measure B1 funds to support:

- Salaries of elementary music teachers, PE teachers, and teacher librarians: \$1,021,224 (33% of the total District costs)
- Middle School fine arts classes: \$90,261 (100% of total)
- High School fine arts classes: \$133,571 (50% of total)

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
100%	0%



On August 9, 2023, AUSD launched a social media campaign to promote our teacher librarians' recommendations.

Attracting and Retaining Highly Qualified and Excellent Teachers

“25-26% of the Available Revenues of this Measure will be dedicated annually to attracting and retaining highly qualified and excellent teachers.”

Percentage originally allocated in Measure B1: 25-26% of parcel tax revenue

Re-allocated percentage: 30-31%*

Percentage spent in 2023-24: 30.72%

In 2023-24, the District spent \$3,932,441 in Measure B1 funds for maintenance of the current salary for Alameda Education Association members. This is the equivalent of 6.3% AUSD teachers’ salaries.

Multiple studies have shown that one of the strongest determinants for student success is teacher quality. Without parcel tax revenues, teacher salaries would be lower, and AUSD would have more difficulty attracting and retaining high-quality teachers. For more information, please see page 34 about Measure A’s effect on hiring and retention.

*In the wake of increased LCFF supplemental funding from the State, in May 2018 the Board of Education approved a resolution calling for \$395,788 per year to be shifted from the “Programs to Close the Achievement Gap” category to this category. This reallocation, which is due to changed funding circumstances, is consistent with Measure B1 language and was in addition to the reallocation due to the State’s re-funding of Adult Education programs (see page 10).



In April 2024, AUSD named Emily Pleri, a second grade teacher at Franklin Elementary School, the 2024 Teacher of the Year based on her ability to engage and inspire students.

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
100%	0%

Providing a Lower and More Effective Ratio of Students to Counselors and Support Providers

“Counseling and Student Support Services: 6% of the Available Revenues of this Measure shall be dedicated annually to providing a lower and more effective ratio of students to counselors and support providers. Revenues from this Measure may be used to provide students with a range of support services, including college and career counseling.”



Academic and college/career counselors help students navigate not only their secondary educations but their post graduate plans.

Percentage allocated in Measure B1: 6% of parcel tax revenue
Percentage spent in 2023-24: 6.00%

In 2023-24, the District spent \$767,939 on:

- \$656,326 for 5.05 FTE academic counselors
- \$111,613 for 0.8 FTE college and career technician

The funds brought our student to counselor ratio to:

- 335:1 in our middle schools
- 303:1 in our high schools

Without the parcel tax, the ratio would be:

- 528:1 in our middle schools
- 430:1 in our high schools

The national average is 376:1.

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
100%	0%

Supporting Alameda Students in Alameda’s Public Charter Schools

“3-4% of the Available Revenues of this Measure shall be dedicated annually to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. This revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident students.”

Percentage allocated in Measure B1: 3-4% of parcel tax revenue
Percentage spent in 2023-24: 3%

Measure B1 funds are distributed to charter schools that were in existence at the time of the measure’s passage. They are distributed in proportion to each charter’s enrollment of Alameda resident students.

In 2023-24, the District provided \$383,970 of Measure B1 revenues to support Alameda students in Alameda’s charter schools. Charter schools are free to spend their Measure B1 funds on any educational purpose.

Charter School Name	P-2 ADA*	Allocation Percentage	Allocation Amount
ACLC	172.99	20.01%	\$76,822
NEA	311.05	35.97%	138,133
Academy of Alameda	380.59	44.02%	169,015
Total	864.63	100%	\$383,970

*"ADA" stands for "average daily attendance," which is annual average of the number of students in attendance on any given day. "P-2" stands for the second reporting period for the state, which is July 1 to March 31.

Providing and Maintaining Technology at All Sites

“5% of the Available Revenues of this Measure shall be dedicated annually to providing and maintaining technology at all sites consistent with the District's technology plan as approved by the Board of Education.”

Percentage allocated in Measure B1: 5% of parcel tax revenue collected
Percentage spent in 2023-24: 5.00%

In 2023-24, AUSD used \$639,950 to pay for:

- 3.5 FTE staff positions: \$465,762
- Technology replacements and upgrades: \$174,188

Those replacements and upgrades included Chromebooks, document cameras, projectors, desktop computers, and carts for Chromebooks, laptops, short throw projectors, and iPads. Indeed, every teacher in the district now receives a new laptop every three years. These purchases provide up-to-date technology and educational programs for all students in AUSD, including those who otherwise might not have access to the computer equipment, programs, and information they need to fully engage in their learning.



AUSD's tech staff work on wide range of issues, from user questions about software to fixing laptops and Chromebooks, to troubleshooting internet issues and maintaining systems crucial to the safety and security of our campuses.

PERCENTAGE SPENT ON SALARIES	PERCENTAGE SPENT ON MATERIALS
73%	27%

Supporting Alameda Adult School

“4% of the Available Revenues of this Measure shall be dedicated annually to supporting the Alameda Adult School to provide lifelong educational opportunities and services for adult learners. In the event the State of California provides the District ongoing funding to support Adult Education such that supplemental parcel tax funds are no longer required to Adult Education, the Board of Education may recommend that revenues which were allocated for Adult Education be reapportioned to the remaining programs supported by this Measure.”

Percentage allocated in Measure B1: 4% of parcel tax revenue collected
Percentage spent in 2023-24: 0%

In 2015-16, the California Department of Education began funding adult education after a four-year hiatus. Because Measure A (which preceded Measure B1) allowed for a re-allocation of funds in the event of “changed funding circumstances,” the Board of Education approved distributing the \$480,000 typically spent on Adult Education to the three most expensive categories of Measure A funding: attracting and retaining excellent teachers; programs to close the achievement gap; and small class sizes in grades K-3. This redistribution has continued with Measure B1.

PERCENTAGE SPENT ON SALARIES

0%

PERCENTAGE SPENT ON MATERIALS

0%



Accountability and Transparency

“For purposes of this Measure, the following definitions shall apply: "Available Revenues" shall mean the amount of money provided by this Measure after the deduction of one and one-half (1 1/2%) to two percent (2%) of the Measure's revenues to pay for the following: the cost of the parcel tax election, authorized charges by the county or city related to the tax, payment of necessary fees and expenses to administer or defend the District's parcel tax, and costs to implement accountability provisions to ensure fiscal transparency through public information, translation services for the District families, and support of the Oversight Committee.”

Measure B1: 1.5- 2% of parcel tax revenue

Percentage spent in 2023-24: 1.7%

In 2023-24, the District spent \$219,400 of the parcel tax revenue for staffing, supplies/materials, and parcel tax administration. Consistent with the relevant language of Measure B1, these funds are “taken off the top” before Measure B1’s available funds are allocated into the primary expenditure categories. The funds paid for 50% of the cost of staffing two positions (Senior Manager, Community Affairs and Fiscal Manager).

PERCENTAGE SPENT ON SALARIES

100%

PERCENTAGE SPENT ON MATERIALS

0%



2023-24 Measure B1 Expenditures by Grade Level, Site, and Department

All Elementary Schools	Actual Expenditures
Elementary Music-PE-Media	\$1,021,224
Neighborhood Elementary Schools	916,000
Small Class Sizes in K-3	1,801,000
All K-12 Schools	
Attract Excellent Teachers	3,923,441
Restore 5 Days for Teachers	1,668,661
AUSD Departments	
Technology Department	639,950
Business Services (Accountability & Reporting)	219,400
Alameda High	
Counseling & Student Support	204,709
Enrichment Programs	54,351
High School Athletics – Boys	66,468
High School Athletics - CO-Ed	76,689
High School Athletics – Girls	105,698
Secondary School Choice	245,140
ASTI	
Secondary School Choice	223,262
Bay Farm 6-8 Program	
Counseling & Student Support	39,307
Encinal Jr/Sr High	
Counseling & Student Support	315,462
Enrichment Programs	79,219
High School Athletics – Boys	66,467
High School Athletics - CO-Ed	76,690
High School Athletics – Girls	119,947
Secondary School Choice	172,055
Island High	
Secondary School Choice	291,557

Lincoln Middle	
Counseling & Student Support	125,663
Enrichment Programs	36,170
Wood Middle	
Counseling & Student Support	82,799
Enrichment Programs	54,092
Charter Schools	
Charter Schools	383,970
Total	\$13,018,391



95% of AUSD's Measure B1 parcel tax is allocated to the teachers and staff who support AUSD educational programs and operations.

2023-2024 Measure B1 Expenditures by Type

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$9,160,373	70.36%
Classified Salaries	685,313	5.26%
Payroll Related Benefits	2,577,816	19.80%
Books and Supplies	109,191	0.84 %
Services and Contracts	101,728	0.78%
Capital Expenditures	-	0.00%
Transfer to Charter Schools	383,970	2.95%
Total	\$13,018,391	100.00%

Spotlight: Services and Contracts

The 2023-24 Parcel Tax Program Oversight Committee asked for details on the “Services and Contracts” expenditures for Measures B1 and A. In response, staff reported that the funds primarily go to athletic needs (e.g., swim center light towers, buses and vans for games, and trainers), as well as technology needs (e.g., hardware and software).

A Historical Look at AUSD Salaries

Like all California districts, AUSD receives most of its revenue from the state via the Local Control Funding Formula. Through this program, all districts receive a certain amount in “base grants.” In addition to that, the state gives both “supplemental” and “concentration” grants to districts based on their number of enrolled “unduplicated students” (i.e., those that are low-income, English Learners, or foster youth).



AUSD salaries have lagged behind those of our neighboring districts in Alameda County, due to a number of factors, including:

- A neighborhood schools system, which makes it difficult to achieve economies of scale
- A relatively low number of “unduplicated students” (i.e., those that are low-income, English Learners, or foster youth), which means we receive less state funding than other districts

In an attempt to address this historic gap, between 2018 and 2020, AUSD steadily increased employee salaries, often by making budget cuts. Those cuts include:

- **2018:** \$3.2 million in cuts to programs for the 2018-19 school year in order to provide a 4.5% salary increase to AUSD employees. (Information about those budget readjustments is available [here.](#))
- **2019:** \$3 million in budget cuts and adjustments to provide an additional 4% raise to employees. (Information about those budget readjustments is available [here.](#))

Despite these raises, in 2019 AUSD salaries were still lower than the average of districts in Alameda County, and AUSD was losing nearly 20% of its teachers and staff to other school districts annually.

In response, the Board of Education put Measure A, a parcel tax designed to retain and attract high-quality AUSD employees by raising salaries, on the ballot. In March 2020, 67.10% of Alameda voters approved the measure. Because of that parcel tax, in 2020-21 the gap between AUSD salaries and average salaries shrank further still.

Year	Raise	Resulting gap between AUSD and average county compensation ²
2019-20	5%	-9%
2020-21	8%	-2%
2021-22	2%	-5%
2022-23	6% plus 1% towards hourly & health benefits	-6%
2023-24	7% plus increased health benefits to Kaiser	Not yet available

As districts around the county continued to increase their salary and compensation packages, AUSD’s average dipped again to 8.5% below the county average. In 2023-24, however, Alameda Education Association and AUSD agreed on a 7% ongoing raise, as well as an increase in AUSD’s contribution to health benefits to a maximum of \$1,021.41 per month (\$12,256.00 per year) – an historically significant increase to benefits. The district came to the same agreement with its other bargaining partners: CSEA-27 (which represents office and technical staff, as well as paraprofessionals) and CSEA-860 (which represents maintenance, trade, and food services staff).

“We deeply respect and depend on the work of our professional educators,” Superintendent Pasquale Scuderi said, “and we have worked hard and creatively towards a contract that reflects that respect within the constraints of state and federal funding that is consistently inadequate for the mission and mandates of public education. Today’s agreement provides a significant increase in pay and benefits for teachers, and I thank our labor partners for helping us get there.” Data on Alameda County districts’ average salary and contribution to health and welfare benefits for 2023-24 is not yet available.

² Information on compensation across school districts in Alameda County comes from School Services of California. Gap information is a rough estimate due to variations in how districts measure and report compensation (i.e., beginning salaries or mid-career salaries and

2023-24 Measure A Revenues

In June 2023, when the Board adopted its 2023-24 budget (including specific allocations for Measure A for that year), the District projected that the parcel tax would generate revenues of \$10,902,458 that fiscal year. This projection was based on tax information from Alameda County. At the time of unaudited actuals (“closing of the books” for 2023-24) in September 2024, the actual Measure A revenues received for the year were \$11,056,199 -- \$153,741 more than expected.

Note: As with Measure B1, we expect that as parcels on Alameda Point continue to be divided and sold, tax revenues will continue to increase.

Category	Measure A
2023-24 payments	\$10,910,577
Possessory Interest on government property	119,820
Prior year revenue	25,802
TOTAL	\$11,056,199

Exemptions

A property that is the primary residence of a community member aged 65 or older or who receives SSDI is eligible to be exempted from the parcel tax.

Category	
Seniors	3042
Supplemental Security Income	1
Social Security Disability Income	6

Exemption forms are available on AUSD’s [Measure A page](#).

Measuring the Impact

The 2022-23 Parcel Tax Oversight Committee asked for additional data on the correlation between the increased salaries provided by Measure A and teacher retention. In response, AUSD’s Human Resources Department has generated reports on how many teachers have left and how many emergency credentials we have granted at the start of the year.

While the number of teachers *leaving* is revelatory, so too is the number of teachers AUSD is able to hire each year to replace those teachers. Of note is the fact that while 71 teachers left AUSD in 2023-24, AUSD had no teacher vacancies at the start of the 2024-25 school year. This number includes the [14 teachers from the Philippines that AUSD hired this year](#), who are currently working as special education teachers and paraeducators.

“Revenues from our parcel taxes have been crucial to our ability to maintain a robust work force,” says Assistant Superintendent of Human Resources Tim Erwin. “During a time when districts across the country are scrambling to fill teacher jobs, our local revenues allow us to attract and retain high-quality educators.”

Year	Total Emergency Credentials	SPED Emergency Credentials	Total Employees who left AUSD	Employees who left for “employment elsewhere”	Total # Employees at start of school year	Salary Increase
2020-21	15	8	90	9	1037	8%
2021-22	16	8	80	16	1001	2%
2022-23	27	8	76	18	991	6%
2023-24	27	7	71	18	1000	7%

2023-24 Measure A Allocations and Expenditures

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$5,640,777	51.02%
Classified Salaries	1,979,315	17.90%
Payroll-Related Benefits	2,205,067	19.94%
Books and Supplies	-	0.00%
Services and Contracts	215,485	1.95%
Capital Expenditures		0.00%
Transfer to Charter Schools	1,015,555	9.19%
Total	\$11,056,199	100.00%

2023-24 Measure A Transfer to Charter Schools

Charter School	P-2 ADA	Allocation %	Allocation \$
ACLC	172.99	20.01%	\$203,186
NEA	311.05	35.97%	365,345
Academy of Alameda	380.59	44.02%	447,024
Total	864.63	100%	\$1,015,555

2023-24 Measure A & Measure B1 Combined Expenditures

Description	Measure A	Measure B1	Total
Certificated Salaries	\$5,640,777	\$9,160,373	\$14,801,150
Classified Salaries	1,979,315	685,313	2,664,628
Payroll-related benefits	2,205,067	2,577,816	4,782,883
Books and Supplies	-	109,191	109,191
Services and Contracts	215,485	101,728	317,213
Capital Expenditures	-	-	-
Transfer to Charter Schools	1,015,555	383,970	1,399,525
Total Expenditures	\$11,056,199	\$13,018,391	\$24,074,590

Multi-Year Measure A and Measure B1 Revenues and Expenditures

Measure A (2011)							
Description	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Revenue*	\$12,061,100	11,983,873	\$11,983,271	\$12,110,211	\$12,183,690	\$12,205,084	\$12,506,641
Expenditures	\$11,871,362	12,211,883	\$12,058,051	\$12,003,351	\$12,306,061	\$12,211,513	\$12,211,513

Measure B1 (2016)						
Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue	\$12,641,887	\$12,590,214	\$12,558,259	\$12,797,711	\$12,922,758	\$13,018,391
Expenditures	\$12,676,539	\$12,590,214	\$12,258,259	\$12,761,141	\$12,959,328	\$13,018,391

Measure A (2020)				
Description	2020-21	2021-22	2022-23	2023-24
Revenue	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199
Expenditures	\$10,687,066	\$10,840,656	\$10,982,465	\$11,056,199

Looking Forward Extended Local Funding

Measure E, which replaces and extends Measures B1 and Measure A, will go into effect on July 1, 2025.

The 2025-26 Parcel Tax Oversight Committee will begin reviewing the new parcel tax's revenues and expenditures in February, 2026, and the first staff and committee annual reports on Measure E will be presented to the Board of Education in January, 2027.

The District remains grateful for the community's support of our parcel tax program, which provides us with a stable source of local funding, helps us serve our students, allows us attract high-quality teachers and staff, and continues to make Alameda a family-friendly and supportive community for all.

Parcel Tax Program 2023-24 Staff Annual Report

March 25, 2025

Presentation Goals

- Review Parcel Tax Program background
- Report on 2023-24 Measure B1 revenues and expenditures
- Report on 2023-24 Measure A revenues and expenditures
- Report on impact of combined parcel taxes
- Report on activities of the 2023-24 Parcel Tax Program

Background:

AUSD Parcel Tax Program

AUSD's Parcel Taxes

Measure B1 (2016)		Measure A (2020)		Measure E (2024)	
Took effect	July 1, 2018	Took effect	July 1, 2020	Takes effect	July 1, 2025
Tax structure	.32/square foot	Tax structure	.265/square foot	Tax structure	\$0.585/square foot
Cap	\$7999/parcel	Cap	\$7999/parcel	Cap	\$15,998/parcel
Revenue	\$12 million/year	Revenue	\$10 million/year	Revenue	\$10 million/year
Purpose	11 programs	Purpose	Attract & retain high-quality staff	Purpose	Support programs and salaries
Expires	June, 2025	Expires	June, 2027	Expires	June, 2034

Taken together, the revenues from Measure B1 and A comprise more than 20% of AUSD's budget.

Measure E replaces and renews Measures B1 and A.

Unified Parcel Tax Oversight

Both parcel tax measures mandate citizen oversight of AUSD's revenues and expenditures.

On October 27, 2020, the Board of Education voted to combine oversight and reporting of the two measures to increase transparency and efficiency.

2023-24

Measure B1 Report

Measure B1: 2023-2024 Revenue Summary

Revenue Category	Measure B1
2023-24 payments	\$12,859,546
Possessory Interest on government property	128,869
Prior Year Revenue	29,976
TOTAL	\$13,018,391

Measure B1: 2023-2024 Expenditures by Category

	Category	Amount spent	% of expenditures
1	Maintaining Small Class Sizes	\$1,801,000	14.07%
2	Maintaining High-Quality Neighborhood Elementary Schools	916,000	7.16%
3	Secondary School Choice Initiative and AP Courses	932,014	7.28%
4	Programs to Close the Achievement Gap	1,668,661	13.04%
5	High School Athletic Program	511,960	4.00%
6	Enrichment Programs	1,245,056	9.73%
7	Attract and Retain Excellent Teachers	3,932,441	30.72%
8	Counseling and Student Support Services	767,939	6.00%
9	Alameda Students in Charter Schools	383,970	3.00%
10	Technology	639,950	5.00%
11	Accountability and Fiscal Transparency	219,400	1.68%
	Total Expenditures	\$12,761,141	100.00%

Measure B1: 2023-2024 Expenditures by Type

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$9,160,373	70.36%
Classified Salaries	685,313	5.26%
Payroll-Related Benefits	2,577,816	19.80%
Books and Supplies	109,191	0.84%
Services and Contracts	101,728	0.78%
Capital Expenditures	-	0.00%
Transfer to Charter Schools	383,970	2.95%
Total	\$13,081,391	100.00%

2023-24

Measure A Annual Report

Measure A: 2023-2024 Revenue Summary

Category	Measure A
2023-24 payments	\$10,910,577
Possessory Interest on government property	119,820
Prior Year Revenue	25,802
TOTAL	\$10,840,656

Measure A: 2023-24 Expenditures by Type

Description	Amount	% Total Parcel Tax Expenditures
Certificated Salaries	\$5,640,777	51.02%
Classified Salaries	1,979,315	17.90%
Payroll-Related Benefits	2,205,067	19.94%
Books and Supplies	-	0.00%
Services and Contracts	215,485	1.95%
Capital Expenditures		0.00%
Transfer to Charter Schools	1,015,555	9.19%
Total	\$11,056,199	100.00%

Combined Parcel Tax Program

Measure A & Measure B1 Combined

Description	Measure A	Measure B1	Total
Certificated Salaries	\$5,640,777	\$9,160,373	\$14,801,150
Classified Salaries	1,979,315	685,313	2,664,628
Payroll-related benefits	2,205,067	2,577,816	4,782,883
Books and Supplies	-	109,191	109,191
Services and Contracts	215,485	101,728	317,213
Capital Expenditures		-	-
Transfer to Charter Schools	1,015,555	383,970	1,399,525
Total Expenditures	\$11,056,199	\$13,081,391	\$24,074,590

Oversight Committee

Oversight Committee Members

Joyce Boyd (Chair)

Jessica Downs (AEA)

Steve Kellner

LaQuisha Lewis (CSEA-27)

Anna Maier

Timothy McQuillan

Kirsten Navis

Sean Noonan

Mark Ouimet

Ronald Parodi (AEA)

Adam Schlosser

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: California School Employees Association, Chapter 860 (CSEA 860) “Sunshine” of Initial Proposals for Successor Collective Bargaining Agreement with Alameda Unified School District (5 Mins/Public Hearing/Information)

Item Type: Public Hearing/Information

Background: The Educational Employment Relations Act (EERA; Government Code Section 3540 et seq.) provides for and establishes requirements for collective bargaining between public school employers and exclusive representatives of certificated and classified employees. The EERA obligates public school employers and exclusive representatives to “sunshine” their initial negotiating proposals to the public and to provide an opportunity for public expression on such proposals.

In accordance with Board Policy 4143, the Board recognizes its responsibilities to represent the public's interests in the collective bargaining process, keep the public informed about issues being negotiated, and provide members of the public an opportunity to express their views on all initial contract proposals.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles. | #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ CSEA 860 Articles to Sunshine for Successor Bargaining Agreement	3/19/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Declaration of Need for Fully Qualified Educators (5 Mins/Action)

Item Type: Action

Background: The Commission on Teacher Credentialing, with the approval of the Title 5 Regulations, starting July 1, 1994, has granted the right for districts to use general waiver requests. These requests pertain to Educator Preparation and Credentialing, and with the new regulations, districts have the general ability to employ or assign persons who are not within the total legal compliance requirements of the Commission on Teacher Credentialing. This system allows Emergency Permits to be granted in a more expedient manner.

It is the recommendation of the Administration that the Board of Education declare that there may be an insufficient number of certificated persons who meet the District's specified employment criteria (credentials) for the positions listed on the attached exhibit. This takes effect on July 1, 2024 and expires on June 30, 2025.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #2 - Teachers must challenge and support all students to reach their highest academic and personal potential. | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Declaration of Need 2025-2026	3/19/2025	Backup Material

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.
